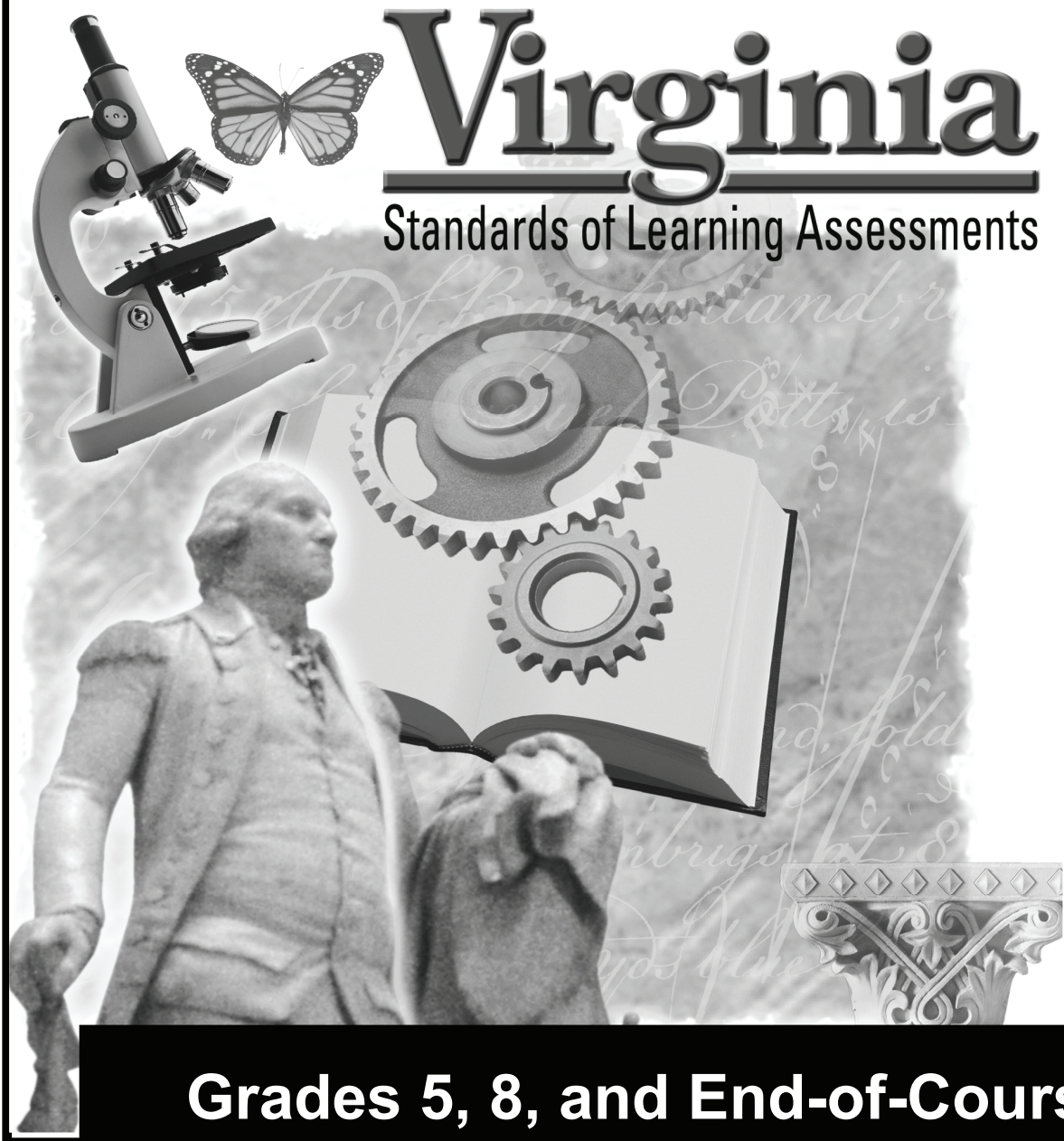


EXAMINER'S MANUAL

REGULAR AND SPECIAL FORMS

FALL 2008, SPRING 2009
& SUMMER 2009



Grades 5, 8, and End-of-Course

Writing Tests

NEW FOR 2008-2009

Carefully review this *Examiner's Manual* prior to the administration of the Standards of Learning Grades 5, 8, or End-of-Course (EOC) *English: Writing* Assessment. Please pay attention to the following:

Redesigned *Examiner's Manual* Format

- The *Examiner's Manuals* for the Grade 5, Grade 8, and EOC *English: Writing* tests have been combined for the 2008-2009 testing year and developed as an **annual** manual, i.e., one manual that can be used for any of the three Writing test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009.
- Although the three levels—Grade 5, Grade 8, and EOC *English: Writing*—are integrated in each section, information that is specific to each level test is clearly identified throughout the manual.
- Sections 1 through 5, 8, and 9 of the *Examiner's Manual* contain general directions for both multiple-choice and short paper components of the Grade 5, Grade 8, and EOC *English: Writing* tests.
- Section 6 contains specific directions for administering the multiple-choice component.
- Section 6.5 contains specific directions for administering the multiple-choice component with an AUDIO form.
- Section 7 contains specific directions specific for administering the short paper component.
- Section 7.4 contains specific directions for administering the short paper component—both REGULAR and AUDIO versions.

IMPORTANT REMINDERS

Term Graduates

- Term Graduates who have not passed the EOC *English: Writing* test may have two opportunities to take the test during the fall, spring, and summer administrations. Students must take both the multiple-choice and the short paper components to receive a valid score for the writing test.
- On the answer document, Field J, 2nd Attempt, must be completed for Term Graduates who take the EOC *English: Writing* test twice. This field must be completed ONLY on the student's second attempt answer document. LEAVE Field J BLANK on the student's first attempt answer document. Field J must be completed after testing and as directed by the STC.

Multiple-Choice Forms

- Some Grades 5, 8, and EOC writing test forms will have question(s) that do not refer to a "passage." One of the sample items provides an example of this type of item. Directions for administering this item will be read by Examiners to students before testing begins.

Answer Document

- Make certain that the only answer documents distributed to students indicate 2008-2009 for Grade 8 and EOC, and 2009 for Grade 5, located at the top center of the answer document.

Sample Test Items

- Located on the back cover of the Grade 8 *Writing* answer documents, the Samples' Box has four items: A, B, C, and D. There will be four sample test items on most Grade 8 *Writing* test forms. However, there are only three sample test items if you are administering the following forms:

Grade 8

W7527 or W8027

- Located on the back cover of the EOC *English: Writing* answer document, the Samples' Box has five items: A, B, C, D, and E. There will be five sample test items on most EOC *English: Writing* tests. However, there are only four sample test items if you are administering the following forms:

EOC

W5036, W5037, W7536, W7537, W8036 or W8037

If you have questions after reviewing this manual, contact your School Test Coordinator (STC).

HOW TO USE THIS MANUAL

The *Examiner's Manuals* for the Grade 5 *Writing* tests, the Grade 8 *Writing* tests, and the EOC *English: Writing* tests are now combined into a single *Examiner's Manual* that can be used for any of the three test administrations in the 2008-2009 testing year: Fall 2008, Spring 2009, or Summer 2009. Although the three levels—Grade 5, Grade 8, and EOC *English: Writing*—are integrated in each section, information that is specific to each level test is clearly identified throughout this manual. In addition, this *Examiner's Manual* has a number of new formatting features you should note before reading the manual:

1. The SOL *Writing* tests have two components, multiple-choice and short paper. The directions for these components have tabbed pages (labeled “Multiple-choice” and “Short paper”) to help distinguish one component from the other.

Familiarize yourself with the contents of the Examiner's Manual as follows:

Sections 1, 2, 3, 4, 5		Section 6	Section 7	Sections 8, 9	
Multiple-Choice Component	Short Paper Component	Multiple-Choice Component Only	Short Paper Component Only	Multiple-Choice Component	Short Paper Component

2. Section 6.5 contains specific directions for administering the multiple-choice component with an AUDIO form. Please note that the pages in this section are tabbed (“Audio only”) to distinguish them from other directions. If you are not administering an audio form, skip past Section 6.5.
3. Section 7.4 contains specific directions for administering the short paper component—both REGULAR and AUDIO versions. Because the audio directions for the short paper are much shorter than the multiple-choice audio directions, they do not have tabbed pages. However, the short paper audio directions are clearly identified in a shaded box.
4. Most paper/pencil tests have identical directions for reading and responding to test questions; the Examiner reads these directions to the students. Some test forms, however, have a slight variation of the directions, and these directions are listed in a box under the heading “DIFFERENT DIRECTIONS.” If you are administering one of these forms, you must read the directions given.
5. When you read the test directions aloud to the students, you will be asked to “demonstrate” opening a test booklet to a certain page; or you will be instructed to “point” to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.

HOW TO USE THIS MANUAL, continued

6. As you read the specific directions for the multiple-choice component and the short paper component, please note the instructions with **two black arrows**. They are intended to help you move through the directions. For example:

↓ DIRECTIONS FOR THE EOC *ENGLISH: WRITING* TEST CONTINUE HERE ↓

or

➡ DIRECTIONS FOR GRADE 5 AND GRADE 8 *WRITING* CONTINUE ON PAGE XX ➡

or

➡ IF YOU ARE ADMINISTERING AN EOC *ENGLISH: WRITING* TEST GO TO PAGE XX ➡

You will find these instructions in Section 6.4, Specific Directions for Administering the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* Multiple-Choice Component **and** Section 7.4, Specific Directions For Administering the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* Short Paper.

7. Notice the spoken directions in **brackets** in Sections 6.4 and 7.4. Here the examiner is given two or three options and must select one of them. For example:
- [Grade 5 *Writing*, Grade 8 *Writing* or End-of-Course *English: Writing*]
 - [for Grades 5 and 8 **SAY, E, H, and I** or for EOC, **SAY, E, H, I, and J**]
 - [you may sit quietly and read if you wish or you will be dismissed to class]
8. Use the Examiner's Checklist in Appendix H to keep track of your responsibilities Before, During, and After testing.

TABLE OF CONTENTS

NEW FOR 2008-2009	i
IMPORTANT REMINDERS	ii
HOW TO USE THIS MANUAL	iii
1. USE OF THIS MANUAL FOR THE 2008-2009 TEST ADMINISTRATIONS OF STANDARDS OF LEARNING (SOL) WRITING TESTS.....	1
2. TEST ADMINISTRATION SCHEDULE.....	1
3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING	2
4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING	3
4.1 Read All Materials.....	3
4.2 Sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> ...	3
4.3 Inform Students of Testing.....	3
4.4 Establish the Test Setting	4
4.5 Verify the Use of Proctors or Need for Additional Assistance	4
4.6 Be Aware of the Alternate Test Site.....	4
4.7 Know How to Report Test Item Errors on SOL Tests.....	4
4.8 Know How to Handle Testing Irregularities.....	5
4.9 Be Familiar with the Directions for Administering the Test	5
4.10 Know How to Answer Students' Questions	5
5. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING (MULTIPLE-CHOICE & SHORT PAPER COMPONENTS).....	7
5.1 General Directions for Administering the Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , or EOC <i>English: Writing</i> Test	7
5.1.1 Review the materials needed for testing.....	7
5.1.2 Understand the division's procedure for completing student identification information on the answer document.....	7
5.1.3 Complete demographic information.....	7
5.1.4 Understand how students should mark the answer document.....	8
5.1.5 Monitor student progress	8
6. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING (MULTIPLE-CHOICE COMPONENT)	9
6.1 Receive the Grade 5, Grade 8, or EOC Writing Multiple-Choice Component Testing Materials	9
6.2 Check Students' Workstations	10
6.3 Provide Test Materials to Students	10

TABLE OF CONTENTS

Continued

6.4	Specific Directions for Administering the Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , or EOC <i>English: Writing</i> Multiple-Choice Component	11
6.5	Specific Directions for Administering the Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , or EOC <i>English: Writing</i> Audio Forms (Multiple-Choice Component)	21
7.	SPECIFIC DUTIES OF EXAMINERS: DURING TESTING (SHORT PAPER COMPONENT)	31
7.1	Receive the Grade 5, Grade 8, or EOC <i>Writing</i> Short Paper Testing Materials.....	31
7.2	Check Students' Workstations	32
7.3	Provide Test Materials to Students.....	32
7.4	Specific Directions for Administering the Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , or EOC <i>English: Writing</i> Short Paper Component	33
8.	SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING (MULTIPLE-CHOICE & SHORT PAPER COMPONENTS)	39
8.1	Inspect Answer Documents	39
8.2	Organize Test Materials for Return to the STC	40
8.2.1	Verify writing multiple-choice test booklets and answer documents	40
8.2.2	Verify answer documents	41
8.2.3	Prepare answer documents (fall/spring administrations).....	41
8.2.4	Prepare answer documents (summer administration only)	41
8.3	Return All Test Materials to the STC After All Testing is Completed	41
8.4	Sign the <i>Examiner's/Proctor's Affidavit</i>	42
9.	MAKE-UP TESTING	43

APPENDICES

APPENDIX A	<i>Test Security Guidelines</i>	45
	General Assembly Legislation.....	46
	<i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i>	48
APPENDIX B	Sample Demographic Page of a Student Answer Document (Gr. 5).....	49
	Sample Demographic Page of a Student Answer Document (Gr. 8).....	51
	Sample Demographic Page of a Student Answer Document (EOC).....	53

TABLE OF CONTENTS

Continued

APPENDIX C	<i>Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels Are Not Used</i>	55
APPENDIX D	<i>Special Test Accommodations</i>	57
APPENDIX E	<i>Special Test Accommodations Codes</i>	61
APPENDIX F	<i>Sample Test Booklet Package Assembly ID Sheet</i>	62
	<i>Sample Writing Prompt Package Assembly ID Sheet</i>	63
	<i>Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit</i>	64
	<i>Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit</i>	66
	<i>Classroom Transmittal Document For Special Test Forms Kits/Affidavit</i>	68
	<i>Classroom Transmittal Document For Special Test Forms Writing Prompts Kits/Affidavit</i>	70
APPENDIX G	<i>2008-2009 Test Irregularity Form</i>	72
APPENDIX H	<i>Examiner's Checklist</i>	73

LIST OF TABLES

Table 1.	Testing materials for Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , and EOC <i>English: Writing</i> Multiple-Choice Component	9
Table 2.	Testing Materials for Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> , and EOC <i>English: Writing</i> Short Paper Component.....	31

1. USE OF THIS MANUAL FOR THE 2008-2009 TEST ADMINISTRATIONS OF STANDARDS OF LEARNING (SOL) WRITING TESTS

This *Examiner's Manual* describes procedures that apply to the administration of the Grade 5, Grade 8, and End-of-Course (EOC) *English: Writing* Standards of Learning (SOL) Assessments. All Test Examiners should follow the information in this manual before, during, and after the administration of the *Writing* SOL Assessments. This manual provides the following information:

- test administration schedule
- school division responsibilities for SOL testing
- your duties before, during, and after each testing session
- specific instructions for administration of the Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* multiple-choice component and short paper component

2. TEST ADMINISTRATION SCHEDULE

The two-part SOL assessment for Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* consists of a multiple-choice component and a short paper component (a response by students to a writing prompt). Two separate testing sessions are required that must be administered statewide on established dates. Each component is to be administered and completed in one day. The STC will inform you of the date to administer the multiple-choice component and the date to administer the short paper component. Students must take both the multiple-choice and the short paper components to receive a valid score for the writing test.

The following chart indicates which *Writing* tests are available during the Fall 2008, Spring 2009, and Summer 2009 test administrations:

Writing Test Administrations

Test Level	Fall 2008	Spring 2009	Summer 2009
Grade 5 <i>Writing</i>	Not Available	X	Not Available
Grade 8 <i>Writing</i>	X	X	Not Available
EOC <i>English: Writing</i>	X	X	X

Students who are absent on any or all of the announced dates are to be provided with an opportunity during the make-up period to take the component(s) they missed. The STC will provide you with more information about how your school will handle make-up testing. See Section 9 for additional information.

3. SCHOOL DIVISION RESPONSIBILITIES FOR SOL TESTING

Many school division personnel are responsible for the administration of the SOL *Writing* tests. These include:

- Division Director of Testing (DDOT)
- School Test Coordinator (STC)
- Test Examiner (Examiner)

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of SOL test procedures.

School Test Coordinator

The School Test Coordinator (STC) is the person designated within each school to serve as the point of contact between the DDOT and the school. The STC is also responsible for ensuring that all procedures required for the SOL tests are implemented within the school and for maintaining the security of test materials. Any questions the STC has regarding the SOL tests are to be directed to the DDOT.

Test Examiner

As a Test Examiner (Examiner), you are responsible for administering the SOL tests according to the procedures contained in this manual and for maintaining the security of SOL test materials. The remaining sections of this manual contain more specific information about your duties as an SOL Examiner. Any questions the Examiner has regarding the SOL tests are to be directed to the STC.

4. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

4.1 Read All Materials

Carefully read this *Examiner's Manual*, your students' Individualized Education Programs (IEPs), 504 management plans, *Limited English Proficient (LEP) Student Assessment Participation Plans* (if applicable), and any local directions you may have been given by your STC.

Review the Examiner's Checklist (Appendix H) to make sure that you understand the activities before, during, and after the test administration. Resolve any questions you might have with the STC well in advance of test administration.

4.2 Sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)*

Before you may administer any of the Fall 2008, Spring 2009, and Summer 2009 SOL *Writing* tests, you must read the *Test Security Guidelines* and then read and sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A). **Note the Virginia General Assembly 2000 legislation regarding test security.** You may sign the original page or a photocopy of the test security agreement. Proctors must sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* as well. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials. **You must complete this agreement and forward it to your STC before receiving any test materials.**

4.3 Inform Students of Testing

Make any necessary announcements about testing. Announcements may include reminders for students to bring sharpened No. 2 pencils to the testing sessions and something to read if they finish early. Prepare students for testing by explaining that the results of this test will help determine their level of proficiency in writing.

Students identified as Term Graduates who have not passed the EOC *English: Writing* test may have two opportunities to take the test during the fall, spring, and summer administrations. Term Graduates must take the EOC English: Writing test (first opportunity) according to the established statewide schedule. The STC will inform you of dates to administer the first opportunity and the second opportunity. Term Graduates are defined for each test administration as follows:

Term Graduates

Test Administration	Students Scheduled to Graduate
Fall 2008	By August 31, 2009
Spring 2009	By August 31, 2009
Summer 2009	By August 31, 2010

4.4 Establish the Test Setting

In conjunction with your STC, arrange for appropriate physical conditions for testing. In arranging an appropriate test setting, be sure to consider any accommodations that are specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*.

Testing rooms should be quiet, well lighted, and well ventilated. Each student should have enough work surface for any materials or supplies required for accommodations, and should be clear of books and other materials not needed for the test. Crowding should be minimized and the seating arranged to discourage students from copying one another's work.

Remove from the testing site or cover all curricular materials that might influence student performance. These materials include charts, dry-erase board displays, chalkboard displays, and bulletin board displays of materials related to test content.

You may find it helpful to place a "TESTING: DO NOT DISTURB" sign on the door.

4.5 Verify the Use of Proctors or Need for Additional Assistance

It is best that you supervise the testing of no more than 25–30 students on your own. If your group is larger, it is recommended to have one Proctor present for every 25–30 **additional** students at the testing site. Proctors should receive the same training as Examiners. The use of non-school personnel as Proctors should be approached with caution.

Regardless of the size of your group, your STC should arrange to have another adult within calling distance so that an emergency, such as a student becoming ill, may be handled with minimum disruption.

4.6 Be Aware of the Alternate Test Site

SOL assessments are not timed. Students who do not finish by the end of the allotted test administration time should be given as much time as they need to complete the test. Students are **not** allowed, however, to complete the test after leaving, voluntarily or not, for any activity such as lunch or other breaks that would allow interaction with other students or access to any educational materials. Students **must** complete each component of the *Writing* test in one school day.

Consult with your STC prior to testing to understand the school's plan for students who test beyond the allotted test administration time. Be prepared to move students who have not completed the test to an alternate testing site. Should this become necessary, be sure to maintain the security of secure materials (i.e., test booklets, writing prompt sheets, answer documents, and used scratch paper) for those students yet to complete the test. Students should not be allowed to discuss the test in any way during this move.

4.7 Know How to Report Test Item Errors on SOL Tests

If during the testing session, a student reports that a test question and/or answer option contains an error, you should record the subject area test, level, form number, item (question) number, and/or the letter (i.e., A, B, C, or D) for the answer option. Tell the student that her/his concerns will be reported to the central office. However, under no circumstances should the test questions/answer options or writing prompts be discussed with the student. Additionally, Examiners and Proctors are not to discuss test questions/answer options or writing prompts with each other. Notify the STC of the possible error, and the STC will, in turn, contact the DDOT. Any information relating to the test questions and/or answer options or writing prompts should not be communicated through electronic mail.

4.8 Know How to Handle Testing Irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance
- inappropriately influences the reporting of student performance
- constitutes a breach in test security
- results in the improper implementation of mandatory student testing

Any testing irregularities observed should be reported **immediately** to your STC. Prior to testing, it is important to understand your school and division's protocol for reporting testing irregularities. Your STC will discuss the procedures with you. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix G may be used to document an incident.

Examples of testing irregularities include, but are not limited to:

- A student becomes ill during testing.
- A student is observed cheating during the testing session.
- An Examiner, teacher, or another adult provides improper assistance to a student.
- Testing accommodations specified in a student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan* are not provided.
- The student is provided an accommodation that is not specified in the student's IEP, 504 management plan, or *LEP Student Assessment Participation Plan*.
- An excessive disturbance or disruption occurs during the testing session.
- A student's test booklet or used answer document is missing.
- A student's writing prompt sheet is missing.
- Any unused/unassigned test booklet or writing prompt is missing.

If you question whether an incident in your classroom is a testing irregularity, discuss it with your STC.

4.9 Be Familiar with the Directions for Administering the Test

All directions that you are to read aloud to students are in **bold type** so that they stand out from the rest of the text. This text must be read **exactly as written**, using a natural tone and manner.

If a mistake is made in reading the directions, stop and say, **"No, that is wrong. I must read it to you again."** Then read the direction again.

Other text is for your information and should not be read to students. It is essential that you become familiar with the instructions in this manual **before** test administration and that you follow them exactly as they appear.

When you read the test directions aloud to the students, you will be asked to "demonstrate" opening a test booklet to a certain page; or you will be instructed to "point" to an item in the test. To use a test booklet for this purpose, you should borrow a student test booklet, and then return the booklet to the student when you have finished. For large print tests, use your examiner's copy of the test booklet.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best.

4.10 Know How to Answer Students' Questions

Help must not be given on specific multiple-choice test items and no clues should be given about the correctness of a student's answer to a particular item or how to respond to the writing prompt. If a student asks a question during the multiple-choice component about a test item, the student should be told, **"Read it carefully and choose the best answer."** Test questions may not be read to students unless specified by their IEPs, 504 management plans, or *LEP Student Assessment Participation Plan*.

If the student's question refers to the mechanics of testing, such as how to fill in a circle or mark the sample test item, it can be answered.

If the student asks a question during the short paper component that refers to what the student should write about, say only, **"Read the topic carefully and write a short paper about it."** Help in how a paper should be written or on the mechanics of writing, such as how to spell a word, must not be given.

If in doubt, it is better to say that you cannot respond to the student's question rather than risk violating standard procedures. If, after testing is complete, a student asks to discuss a question or the writing prompt, the Examiner, Proctor, or teacher should remind the student that the test questions and writing prompt cannot be discussed.

To avoid interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before you begin the testing session. Students must not be denied the opportunity to visit the restroom during testing. However, such visits must be supervised and students provided no opportunity to interact with other students or access any educational materials.

5. SPECIFIC DUTIES OF EXAMINERS: BEFORE TESTING

◀ MULTIPLE-CHOICE & SHORT PAPER COMPONENTS ▶

5.1 General Directions for Administering the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing Tests*

5.1.1 Review the materials needed for testing

Make sure that scratch paper and an extra supply of soft-lead (No. 2) pencils with erasers are available for students to use during testing. Students **MUST** use only No. 2 pencils when completing the answer document. Mechanical pencils may be used as long as they contain No. 2 lead.

The STC may distribute the scratch paper to you prior to testing or on the morning of testing, or you may be instructed to provide your own scratch paper for testing sessions. Plain paper and lined paper are acceptable as scratch paper.

As appropriate, provide students any needed materials or supplies required for accommodations. For audio test administrations, make sure students are familiar with operating the audio equipment prior to testing.

Multiple-choice component only: No student may use a dictionary or electronic spelling checker unless specified in an IEP or 504 management plan. Students may not have access to a thesaurus.

Refer to Table 1, Testing Materials for Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* Multiple-Choice Component, for a complete list of materials needed for testing.

Short paper component only: Students may use a dictionary without a thesaurus. Before testing, check the dictionaries that students will use to ensure they do not have a thesaurus section.

Refer to Table 2, Testing Materials for Grade 5 *Writing*, Grade 8 *Writing*, and EOC *English: Writing* Short Paper Component, for a complete list of materials needed for testing.

5.1.2 Understand the division's procedure for completing student identification information on the answer document

Identification information for each student must be included on the answer document either through a Pre-ID label or by coding the information on the answer document. **Use only Pre-ID labels that have been generated for the current *Writing Administration*. Pre-ID labels from previous administrations must not be used.**

The STC may decide to place Pre-ID labels on the students' answer document before or after the testing session. In either case, the STC will provide you instructions.

A sample of the answer document with a Pre-ID label is in Appendix B. Refer to Section 5.1.3, which contains additional directions on how to complete the demographic information. If it is not clear how to complete the demographic information on the answer document, be sure to ask your STC for directions well in advance of the test administration dates.

5.1.3 Complete demographic information

Each student will use one answer document to record answers for both the multiple-choice component and the short paper component of the writing test. The STC will provide Pre-ID labels for most students' answer documents that will have the demographic information and a State Testing Identifier (STI) for each student. Therefore, only Field A on the answer document should be completed as directed by the STC.

If Pre-ID labels are not being used on the answer documents for your testing group, Fields B through E on the answer documents must be completed by hand, as directed by your STC.

If you are instructed to have the students complete Fields B through D, prior to administering the multiple-choice component of the writing test, **GO TO APPENDIX C, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used.*** As directed by your STC, Field E, STI, must be completed by you or another designated adult to ensure accuracy.

5.1.4 Understand how students should mark the answer document

Remind students to handle their answer documents with care, record their *multiple-choice* answers with heavy, dark pencil marks, write their *short papers* in pencil, and avoid making extra marks. Also, answer documents should never be folded, clipped, stapled, or torn.

While students may write in the SOL test booklets, they should not be encouraged to record their answers in the test booklet first and later transcribe them to the answer document. Errors in transcription may adversely affect the student's test score.

5.1.5 Monitor student progress

During the test administration, you should monitor the testing process by moving as unobtrusively as possible about the room.

Make sure that students are marking their *multiple-choice* answers correctly or writing their *short paper* in the correct section of the answer document. If you observe students responding in an incorrect section, the class should be told, **"Please take a moment to check your work. Make sure you are completing the correct section in your answer document."**

Examiners/Proctors should focus their attention on monitoring the testing process during test administration and should not spend time reviewing test items/writing prompt. (Refer to *Test Security Guidelines* in Appendix A.)

➡ DIRECTIONS FOR GRADES 5, 8, OR EOC *WRITING* MULTIPLE-CHOICE COMPONENT:
GO TO SECTION 6 ON PAGE 9 ➡

OR

➡ DIRECTIONS FOR GRADES 5, 8, OR EOC *WRITING* SHORT PAPER COMPONENT: GO
TO SECTION 7 ON PAGE 31 ➡

6. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING**◀ MULTIPLE-CHOICE COMPONENT ▶****6.1 Receive the Grade 5, Grade 8, or EOC Writing Multiple-Choice Testing Materials**

On the morning of testing, you will receive all materials needed to administer the Grade 5, Grade 8, or EOC English: Writing multiple-choice component (Table 1).

The STC will ask you to initial an *Examiner's/Proctor's Writing Test Booklet Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Kits* (Appendix F), verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period.

Upon receipt of the test booklets, open each package and count the number of test booklets in each package. Indicate the number of test booklets contained in each package by checking off the applicable statement on the *Assembly ID Sheet*. Then sign and date the *Assembly ID Sheet*. A sample of the *Assembly ID Sheet* is in Appendix F.

Be sure to count the contents of the *Special Test Forms Kits* that you receive from the STC before initializing the transmittal/affidavit form(s). Each kit should include a test booklet, an individual audiotape, if applicable, and an Examiner's copy of the special test form.

For an audio administration, check the labels on the audio tapes to verify that the subject area and test form numbers match the Braille, large-print, or regular test booklet version. Also, check the audio equipment to ensure that it is working properly. Contact the STC immediately if you discover any problems with these materials.

Table 1: Testing Materials for Grade 5 Writing, Grade 8 Writing, and EOC English: Writing Multiple-Choice Component

MATERIALS YOU WILL NEED	<ul style="list-style-type: none"> • a copy of this manual • a supply of test booklets • the students' answer documents • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	<ul style="list-style-type: none"> • a test booklet • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<ul style="list-style-type: none"> • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • scratch paper, and <p style="text-align: center;">BRAILLE KIT</p> <ul style="list-style-type: none"> • Braille test booklets (and accompanying audiotapes as needed to provide specified accommodations) • two sheets of Braille paper (for use by the student, if needed) • an Examiner's copy of the Braille test in regular-print for your use during administration, or

MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<p style="text-align: center;">LARGE-PRINT KIT</p> <ul style="list-style-type: none"> • large-print test booklets (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the test in large-print for your use during administration, or <p style="text-align: center;">REGULAR AUDIO KIT</p> <ul style="list-style-type: none"> • regular-print test booklets • accompanying audiotape
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6.2 Check Students' Workstations

Make sure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags away from the desks/workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

6.3 Provide Test Materials to Students

Students taking the multiple-choice component of the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* test may use scratch paper. See that each student has two sharpened soft-lead (No. 2) pencils with erasers. Have extra sharpened pencils and erasers available in an accessible place.

No student may use a dictionary or electronic spelling checker unless specified in an IEP, or 504 management plan. Students may not have access to a thesaurus. See Table 1 for a complete list of materials needed to administer the multiple-choice component of the *Writing* test.

6.4 Specific Directions for Administering the Grade 5 *Writing*, Grade 8 *Writing*, or EOC English: *Writing* Multiple-Choice Component

BRaille OR LARGE-PRINT TEST

To meet any accommodations specified in the student's Individualized Education Program (IEP), you may adjust the directions you read aloud to the student about filling in the answer document.

DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents Fields B through E should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels, and you have been instructed by your STC to have students complete Fields B through D, during the test session, **GO TO APPENDIX C**, *Directions for Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used*. Read aloud these directions for students to complete the demographic information before you begin reading directions below.

After the demographic information has been filled in, you may begin reading the directions below for all paper/pencil regular and special test forms excluding audio tests.

↓ DIRECTIONS FOR THE GRADE 5, GRADE 8, OR EOC ENGLISH: WRITING MULTIPLE-CHOICE COMPONENT START HERE ↓

Before distributing the answer documents,

SAY Today you will be taking the first part of the SOL [Grade 5, Grade 8, or EOC *English: Writing*] test. This test will provide information about how well you write. It is important that you do your best on this test. Now I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up.

SAY We will complete some of the information on this page. In Field A, find the line labeled "Student Name." Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A.

If instructed by the STC to complete the remaining information in Field A,

SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, and your date of birth. Does anyone have a question?

Answer students' questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

Or, if instructed by the STC not to complete the remaining information in Field A,

↓ CONTINUE DEMOGRAPHIC DIRECTIONS HERE ↓

SAY Now look at the back cover of your answer document. (Demonstrate.) At the top of the page, find the two boxes labeled "Last Name" and "First Name." (Point.) Print your last name in the first box. Print your first name in the second box. Does anyone have a question?

Give help as needed and answer student questions.

SAY I am going to give each of you a sheet of scratch paper and a test booklet. Do not open your test booklet until I tell you to do so.

Distribute scratch paper first. Then distribute the test booklets.

Test booklets contained in each package may have different form numbers. Make sure that you pass out the test booklets in the order in which they were packaged. DO NOT re-order the test booklets in any way before distribution to students.

Ensure that students also have any needed materials or supplies required for accommodations.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the "W" followed by four numbers. (Point using a student's test booklet.) Now look at the back cover of your answer document. Find Field F, MC Form. (Demonstrate.) The letter "W" has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (Grade 5, Grade 8, or EOC), subject test code (3-digit numbers), followed by a dash (-), a "W" and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a BRAILLE test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY Field G, Prompt Number, will be completed during the administration of the short paper component of this test during another testing session. Do not fill in any of the fields that are labeled with the letters, [for Grades 5 and 8, SAY - E, H, and I or for EOC, SAY - E, H, I, and J]. Do you have any questions?

(Pause.) Answer students' questions.

SAY On the front cover of your test booklet, find the box labeled “Student Name.” (Point using a student’s test booklet.) **Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.**

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

➡ IF YOU ARE ADMINISTERING AN EOC ENGLISH: WRITING TEST GO TO PAGE 16➡

OR

⬇ IF YOU ARE ADMINISTERING A GRADE 5 OR GRADE 8 WRITING TEST CONTINUE HERE⬇

SAY Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

If you are administering a BRAILLE or LARGE-PRINT test form: Check the examiner’s copy of a large print or Braille test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

SAMPLE ITEMS

Located on the back cover of the Grade 5 or Grade 8 *Writing* answer document, the SAMPLES’ box has four items: A, B, C, and D. There are four sample test items on most Grade 5 or Grade 8 *Writing* multiple-choice test forms. However, there are only three sample items (A, B, and C) if you are administering the following forms: **W7527** and **W8027**. The students are to leave sample test item “D” BLANK.

SAY Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. ***“Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”***

DIFFERENT DIRECTIONS

If you are administering form W7527,

SAY ***"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen."***

If you are administering BRAILLE form W8027,

SAY ***"Directions: Read the passage. Read each question after the passage. Choose the best answer."***

If you are administering BRAILLE form W8038 or W8039,

SAY ***"Directions: Read the passage. Then read each question about the passage and choose the best answer."***

Using a student's test booklet, point to the sample passage.

SAY **Read the passage to yourself.** (Pause while students read the sample passage.)

SAY **Now read Sample A and each answer choice to yourself while I read aloud.** (Pause.) ***"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?" Which is the best answer?***

Pause for replies.

SAY **Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.**

Now look at the bottom section of your answer document and find the shaded box labeled "Samples." (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY **Find Sample A and fill in the circle for the letter "B" because "B" is the best answer. Does everyone understand how to mark this answer on your answer document?**

Answer all questions related to marking the answer document.

SAY **Now find Sample B in your test booklet. Read the passage and the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers.** (Pause.) **Which answer did you choose?**

Pause for replies.

SAY **Yes, the best answer is "F." In the Sample box on the answer document, find Sample B and fill in the circle for letter "F" because "F" is the letter for the best answer.** (Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Answer all questions.

SAY Now look at Sample C in your test booklet. Read the passage and the question. Fill in the answer for Sample C on your answer document.

When students have finished,

SAY Which answer did you choose? (Pause for replies.) Yes, the best answer is “D.” In the Sample box on the answer document, find Sample C and fill in the circle for letter “D” because “D” is the letter for the best answer.

Pause. Answer questions related to mechanics of completing the answer document. Make sure students understand the “as it is” option and that everyone understands what to do.

➔ GRADE 8 WRITING FORMS W7527 AND W8027 WITH 3 SAMPLE ITEMS:
STOP HERE AND GO TO PAGE 19 ➔

OR

GRADE 5 WRITING OR GRADE 8 WRITING FORMS WITH 4 SAMPLE ITEMS:
↓DIRECTIONS CONTINUE HERE↓

SAY Now look at the directions in your test booklet for Sample D. (Pause.) Read the directions to yourself as I read them aloud. “*Directions: You do not need to read a passage to answer the following question. Read and answer the question.*” (Pause.) Which answer did you choose?

Pause for replies.

SAY Yes, the best answer is “F.” In the Sample box on the answer document, find Sample D and fill in the circle for letter “F” because “F” is the letter for the best answer. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?

Pause. Answer questions related to mechanics of completing the answer document.

➔ DIRECTIONS FOR GRADE 5 AND GRADE 8 WRITING MULTIPLE-CHOICE FORMS
CONTINUE ON PAGE 18➔

↓ DIRECTIONS FOR THE EOC ENGLISH: WRITING MULTIPLE-CHOICE COMPONENT CONTINUE HERE ↓

SAY Open your test booklet to page 3. (Demonstrate using a student's test booklet.)

If you are administering a BRAILLE or LARGE-PRINT test form: Check the examiner's copy of a large-print or Braille test to verify the starting page number.

Make sure all students have their test booklet open to the correct page.

SAMPLE ITEMS

Located on the back cover of the *EOC English: Writing* answer documents, the SAMPLES' box has five items: A, B, C, D, and E. There are five sample test items on most *EOC English: Writing* multiple-choice test forms. However, there are only four sample items (A, B, C, and D) if you are administering the following forms: **W5036, W5037, W7536, W7537, W8036, and W8037**. The students are to leave sample test item "E" BLANK.

SAY Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen."*

DIFFERENT DIRECTIONS

If you are administering form W7536, or W7537,

SAY *"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen."*

If you are administering BRAILLE form W8037 or W8038,

SAY *"Directions: Read each question after the passage. Choose the best answer."*

If you are administering BRAILLE form W8036,

SAY *"Directions: Read the passage. Read each question after the passage. Choose the best answer. Write your answer on a separate sheet of paper. Be sure to number your answer."*

SAY Now find the sample passage.

Using a student's test booklet, point to the sample passage.

SAY Read the passage to yourself.

Pause while students read the sample passage.

SAY Now read Sample A and each answer choice to yourself while I read aloud. (Pause.)
*“Which of these would best help Sarah write her description of her older brother?” Is it:
 “(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library?” Which is the best answer?*

Pause for replies.

SAY Yes, the best answer is “B” because thinking about all the things she likes about him helps Sarah to focus on the topic.

Now look at the bottom section of your answer document and find the shaded box labeled “Samples.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY Find Sample A and fill in the circle for the letter “B” because “B” is the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

SAY Now find Sample B in your test booklet. Read the passage and the question. Notice that each sentence has a number. Sometimes the questions will mention the numbers. (Pause.)
 Which answer did you choose?

Pause for replies.

SAY Yes, the best answer is “F.” In the Sample box on the answer document, find Sample B and fill in the circle for letter “F” because “F” is the letter for the best answer. (Demonstrate.)
 Does everyone understand how to mark this answer on your answer document?

Answer all questions.

SAY Now look at Sample C in your test booklet. Read the passage and the question. Fill in the answer for Sample C on your answer document.

When students have finished,

SAY Which answer did you choose? (Pause for replies.) Yes, the best answer is “C.” In the Sample box on the answer document, find Sample C and fill in the circle for letter “C” because “C” is the letter for the best answer. (Demonstrate.)

SAY Now look at Sample D in your test booklet. Read the passage and the question. Fill in the answer for Sample D on your answer document.

When students have finished,

SAY Which answer did your choose? (Pause for replies.) Yes, the best answer is “J.” In the Sample box on the answer document, find Sample D and fill in the circle for letter “J” because “J” is the letter for the best answer. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?

Pause. Answer questions related to mechanics of completing the answer document. Make sure students understand the “as it is” option and that everyone understands what to do.

➔ EOC ENGLISH: WRITING MULTIPLE-CHOICE FORM W7537 OR W8037 WITH 4 SAMPLE ITEMS: STOP HERE AND GO TO DIRECTIONS AT BOTTOM OF PAGE ↓

OR

EOC ENGLISH: WRITING MULTIPLE-CHOICE FORMS WITH 5 SAMPLE ITEMS:

↓DIRECTIONS CONTINUE HERE ↓

SAY Now look at the directions in your test booklet for Sample E. (Pause.) Read the directions to yourself as I read them aloud. *“Directions: You do not need to read a passage to answer the following question. Read and answer the question.”* (Pause.) Which answer did you choose?

Pause for replies.

SAY Yes, the best answer is “A.” In the Sample box on the answer document, find Sample E and fill in the circle for letter “A” because “A” is the letter for the best answer. (Demonstrate.) Are there any questions about how to mark this answer on your answer document?

Pause, answer all questions related to mechanics of completing the answer document.

↓ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING MULTIPLE-CHOICE FORMS CONTINUE HERE ↓

Before actual testing starts, make sure the test procedures are very clear to the students. Your comments must be confined to answering student questions about the mechanics of completing the answer document.

SAY You should answer all of the questions in this booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate using a student’s test booklet.) When you finish, you may check your work on the test.

Remember, read each passage; then choose the best answer for each question about the passage. If there is no passage, read the question and choose the best answer. You may write in your test booklet or on your scratch paper for any writing you may have to do, but make sure to fill in answers on your answer document. (Point to this section.) Fill in only one answer for each question. Notice that odd-numbered questions have answer choices labeled “A,” “B,” “C,” and “D.” The answer choices for even-numbered questions are labeled “F,” “G,” “H,” and “J.” If you decide to change your answer to a question, make sure to erase your first answer completely. Does everyone understand what to do?

Answer all questions.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed to class individually.

SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class]. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

SAY You may start working now.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all items one at a time (i.e., answer document, test booklet, and scratch paper) from each individual student. Do not have students pass testing materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, and scratch paper **before** students are moved to an alternate test site (Section 4.6) or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize test materials for return to the STC as specified in SECTION 8, PAGE 39.

All test materials must be kept in a secure location until they are returned to the STC.

➡ AFTER TESTING: DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
MULTIPLE-CHOICE FORMS CONTINUE IN SECTION 8, PAGE 39 ➡

6.5 Specific Directions for Administering the Grade 5 *Writing*, Grade 8 *Writing*, or EOC English: *Writing* **AUDIO FORMS** (Multiple-Choice Component)

AUDIO FORMS

If you are administering a Regular, Braille, or large-print multiple-choice component of the *Writing* test that is accompanied by an audio recording, please read all of the directions in this section to the students. This procedure is necessary because the audio narrator reads only the directions and the sample items but does not read the answer to the sample items.

Do not have the students turn on their audio recording until you have completed the directions. You will be instructed when to begin playing the audiotape.

You or the students may start, stop, advance, or rewind the recording as necessary during the test to better follow its content.

Audio only

DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT

If you have Pre-ID labels for the students' answer documents Fields B through E should not be completed. As instructed by your STC, you or another adult must complete FIELD E, STATE TESTING IDENTIFIER.

If you do not have Pre-ID labels, and you have been instructed by your STC to have students complete Fields B through D, during the test session, **GO TO APPENDIX C**, Directions for *Student Completion of Demographic Information on the Answer Document if Pre-ID Labels are Not Used*. Read aloud these directions for students to complete the demographic information before you begin reading directions below.

After the demographic information has been filled in, you may begin reading the directions below for all audio forms.

↓ DIRECTIONS FOR THE GRADE 5, GRADE 8, OR EOC ENGLISH: WRITING MULTIPLE-CHOICE AUDIO START HERE ↓

Before distributing the answer documents,

SAY Today you will be taking the first part of the SOL [Grade 5, Grade 8, or EOC *English: Writing*] test. This test will provide information about how well you write. It is important that you do your best on this test. Now I am going to give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do.

Distribute the answer documents with the Section 1 side facing up.

SAY We will complete some of the information on this page. In Field A, find the line labeled “Student Name.” Carefully print your last name, then your first name, and then your middle initial.

Give help as needed.

Follow the instructions of your STC for completing the remaining information in Field A.

If instructed by the STC to complete the remaining information in Field A,

SAY Now, on the other lines, fill in the rest of the information requested—teacher, school, school division, gender, grade, and your date of birth. Does anyone have a question?

Answer students’ questions. Refer them to the dry-erase board or chalkboard if you have written identification information there. While students are completing the information, walk around the room to see that they are following instructions. Give help as needed.

Or, if instructed by the STC not to complete the remaining information in Field A,

↓ CONTINUE DEMOGRAPHIC DIRECTIONS HERE ↓

SAY Now look at the back cover of your answer document. (Demonstrate.) At the top of the page, find the two boxes labeled “Last Name” and “First Name.” (Point.) Print your last name in the first box. Print your first name in the second box. Does anyone have a question?

Give help as needed and answer student questions.

SAY I am going to give each of you a sheet of scratch paper and a test booklet. Do not open your test booklet until I tell you to do so.

Distribute scratch paper first.

Check the label on the audiotape to ensure that the grade level, subject area, and form number match the Braille, large-print, or regular-print test booklet before distributing to the student.

NOTE: Only use the audiotape accompanying the BRaille or LARGE-PRINT test forms within the kit if the student has use of an audio accommodation on her/his current IEP or 504 Management Plan. If the form numbers match, a regular-print test booklet may be used with a regular audiotape.

Distribute the test booklets.

Ensure that students also have any needed materials or supplies required for accommodations.

SAY Look at the front cover of your test booklet for the form number of the test you are taking. Find the “W” followed by four numbers. (Point using a student’s test booklet.) Now look at the back cover of your answer document. Find Field F, MC Form. (Demonstrate.) The letter “W” has been written for you. In the empty boxes, write the numbers that appear on the front cover of your test booklet. Beneath each box in which you wrote a number, fill in the circle that has the same number. When you have finished, recheck the form number and the circles you filled in. Are there any questions?

Answer any questions the students may have.

To assist in the identification of the test form, the complete form number indicates the test level (Grade 5, Grade 8, or EOC), subject test code (3-digit numbers), followed by a dash (-), a “W” and four numbers. However, only the last four numbers must be entered on the answer document.

As an Examiner, you may need to complete this field for students with disabilities. On a LARGE-PRINT test booklet, the form number is on the top right corner of the test booklet's front cover. The form number for a BRAILLE test booklet is on its front cover, at the bottom center. Correct completion of the form number is essential for accurate scoring.

SAY Field G, Prompt Number, will be completed during the administration of the short paper component of this test during another testing session. Do not fill in any of the fields that are labeled with the letters, [for Grades 5 and 8, SAY - E, H, and I or for EOC, SAY - E, H, I, and J]. Do you have any questions?

(Pause.) Answer students' questions.

SAY On the front cover of your test booklet, find the box labeled "Student Name." (Point using a student's test booklet.) Print your first and last name in the box. Then turn your test booklet over. Print your first and last name in the box.

Give help as needed.

Ensure that all students have printed their names clearly in the boxes on the front and back covers of the test booklets.

➡ IF YOU ARE ADMINISTERING AN EOC ENGLISH: WRITING MULTIPLE-CHOICE AUDIO: GO TO PAGE 26➡

OR

⬇ IF YOU ARE ADMINISTERING A GRADE 5 OR GRADE 8 WRITING MULTIPLE-CHOICE AUDIO CONTINUE HERE⬇

SAY Open your test booklet to page 3. (Demonstrate using a student's test booklet.)

Make sure all students have their test booklet open to the correct page.

SAY Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *"Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen."*

Audio only

DIFFERENT DIRECTIONS

If you are administering form W7527,

SAY ***"Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen."***

If you are administering BRAILLE form W8027,

SAY ***"Directions: Read each question after the passage. Choose the best answer."***

If you are administering BRAILLE form W8038 or W8039,

SAY ***"Directions: Read the passage. Then read each question about the passage and choose the best answer."***

SAY Now find the passage for Sample A and read the passage to yourself as I read it aloud.

Pause.

SAY ***"A Special Person. In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother."***

Pause.

SAY Now read the Sample A question and each answer choice to yourself while I read aloud.

Pause.

SAY ***"Which of these would best help Sarah write her description of her older brother?" Is it: "(A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library." Which is the best answer?***

Pause for replies.

SAY Yes, the best answer is "B" because thinking about all the things she likes about him helps Sarah to focus on the topic.

Now look at the bottom section of your answer document and find the shaded box labeled "Samples." (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY Find Sample A and fill in the circle for the letter "B" because "B" is the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

SAY Now find Sample B in your test booklet. Read the passage to yourself as I read it aloud.

Pause.

SAY *“Here is the first part of Sarah’s rough draft. (1) A special person in my life is my big brother. (2) His name is Ben. (3) He is tall and thin.”*

Pause.

SAY Now read the Sample B question and each answer choice to yourself while I read aloud. Notice that each sentence has a number. Sometimes the questions will mention the numbers. (Pause.) *“How can sentences 1 and 2 best be combined? (F) A special person in my life is Ben, my big brother. (G) A special person in my life is my big brother and Ben is who he is. (H) In my life a special person is my big brother and he is Ben. (J) My big brother Ben is a special person, he is in my life.”* Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “F.” In the Sample box on the answer document, find Sample B and fill in the circle for letter “F” because “F” is the letter for the best answer.

Answer all questions.

SAY Now look at Sample C in your test booklet. Read the passage to yourself as I read it aloud. *“Here is the next part of Sarah’s rough draft. (4) He helps me with my homework. (5) He is a good student.”*

When students have finished,

SAY Now read the Sample C question and each answer choice to yourself while I read aloud. *“In sentence 4, He helps should be written—(A) He were helping (B) He have helped (C) He help (D) As it is.”* Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “D.” In the Sample box on the answer document, find Sample C and fill in the circle for letter “D” because “D” is the letter for the best answer.

Pause. Answer questions related to mechanics of completing the answer document. Make sure students understand the “as it is” option and that everyone understands what to do.

➡ GRADE 8 WRITING MULTIPLE-CHOICE AUDIO FORMS W7527 AND W8027 WITH 3 SAMPLE ITEMS: STOP HERE AND GO TO PAGE 29 ➡

SAY Now look at the directions in your test booklet for Sample D. (Pause.) Read the directions to yourself as I read them aloud. *“Directions: You do not need to read a passage to answer the following question. Read and answer the question.”* (Pause.)

SAY Now read the Sample D question and each answer choice to yourself while I read aloud. *“Read this sentence. The race proved that Lee was a more fast runner than Bob. In this sentence, more fast should be written (F) faster... (G) fastest... (H) more faster... (J) As it is.”* Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “F.” In the Sample box on the answer document, find Sample D and fill in the circle for letter “F” because “F” is the letter for the best answer. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?

Pause. Answer questions related to mechanics of completing the answer document.

➡ IF YOU ARE ADMINISTERING A GRADE 5 OR GRADE 8 WRITING MULTIPLE-CHOICE AUDIO FORM STOP HERE AND GO TO PAGE 29 ➡

OR

↓ DIRECTIONS FOR THE EOC ENGLISH: WRITING MULTIPLE-CHOICE AUDIO START HERE ↓

SAY Open your test booklet to page 3. (Demonstrate using a student’s test booklet.)

Make sure all students have their test booklet open to the correct page.

SAY Look at the directions at the top of page 3 of your test booklet. Read them to yourself as I read them aloud. *“Directions: Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen.”*

DIFFERENT DIRECTIONS

If you are administering form W5038 or W7538,

SAY *“Directions: Read the passage. Then read each question about the passage and choose the best answer. Fill in the circle on your answer document for the answer you have chosen.”*

If you are administering BRAILLE form W8037 or W8038,

SAY *“Directions: Read each question after the passage. Choose the best answer.”*

If you are administering BRAILLE form W8036,

SAY *“Directions: Read the passage. Read each question after the passage. Choose the best answer. Write your answer on a separate sheet of paper. Be sure to number your answer.”*

SAY Now find the passage for Sample A and read the passage to yourself as I read it aloud.

Pause.

SAY *“A Special Person. In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.”*

Pause.

SAY Now read the Sample A question and each answer choice to yourself while I read aloud. (Pause.) *“Which of these would best help Sarah write her description of her older brother?” Is it: (A) Calling his friends and telling them about him ... (B) Thinking about all the things she likes about him ... (C) Making a list of things she wants him to do for her ... (D) Asking him to take her to the library.”* Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “B” because thinking about all the things she likes about him helps Sarah to focus on the topic.

Now look at the bottom section of your answer document and find the shaded box labeled “Samples.” (Point to this section.)

Make sure all students have found the correct section of the answer document.

SAY Find Sample A and fill in the circle for the letter “B” because “B” is the best answer. Does everyone understand how to mark this answer on your answer document?

Answer all questions related to marking the answer document.

SAY Now find Sample B in your test booklet. Read the passage to yourself as I read it aloud. (Pause.) *“Here is the first part of Sarah’s rough draft. Draft A. (1) A special person in my life is my big brother. (2) His name is Ben. (3) He has always been there to help me out and has been there for me when I needed him.”*

Pause.

SAY Now read the Sample B question and each answer choice to yourself while I read aloud. *“How can sentences 1 and 2 best be combined? (F) A special person in my life is Ben, my big brother. (G) A special person in my life is Ben, he is my big brother. (H) In my life a special person is my big brother, his name is Ben. (J) My big brother Ben, he is a special person in my life.”* Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “F.” In the Sample box on the answer document, find Sample B and fill in the circle for letter “F” because “F” is the letter for the best answer.

Answer all questions.

SAY Now look at Sample C in your test booklet. Read the passage to yourself as I read it aloud. *“Sarah has written a second draft of the first part of her essay. Draft B. (1) A special person in my life is my big brother. (2) His name is Ben. (3) He has always been supportive of me.”*

When students have finished,

SAY Now read the Sample C question and each answer choice to yourself while I read aloud. *“In rewriting sentence 3 of Draft A, how has Sarah improved sentence 3 of Draft B?”*

(A) She has created a fragment. (B) She has changed the meaning entirely. (C) She has expressed the idea more concisely. (D) She has shifted the point of view.” Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “C.” In the Sample box on the answer document, find Sample C and fill in the circle for letter “C” because “C” is the letter for the best answer.

Answer all questions.

SAY Now look at Sample D in your test booklet. Read the passage to yourself as I read it aloud. “Here is the next part of Sarah’s rough draft. (4) The best think about my brother is that he helps me with my homework. (5) He’s a really good student.”

When students have finished,

SAY Now read the Sample D question and each answer choice to yourself while I read aloud. “In sentence 4, he helps is correctly written—(F) he were helping ... (G) he help ... (H) he have helped ... (J) As it is.” Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “J.” In the Sample box on the answer document, find Sample D and fill in the circle for letter “J” because “J” is the letter for the best answer. (Demonstrate.) Does everyone understand how to mark this answer on your answer document?

Pause. Answer questions related to mechanics of completing the answer document.

↓ **EOC ENGLISH: WRITING** MULTIPLE-CHOICE AUDIO FORMS W5036, W5037, W7536, W7537, W8036, AND W8037 WITH 4 SAMPLE ITEMS: STOP HERE AND GO PAGE 29↓

OR

EOC ENGLISH: WRITING MULTIPLE-CHOICE AUDIO FORMS WITH 5 SAMPLE ITEMS:
↓DIRECTIONS CONTINUE HERE↓

SAY Now look at the directions in your test booklet for Sample E. (Pause.) Read the directions to yourself as I read them aloud. “Directions: You do not need to read a passage to answer the following question. Read and answer the question.” (Pause.)

SAY Now read the Sample E question and each answer choice to yourself while I read aloud. “Read this sentence. The race proved that Lee was a more fast runner than Bob. In this sentence, more fast should be written (A) faster...(B) fastest...(C) more faster... (D) As it is.” Which is the best answer?

Pause for replies.

SAY Yes, the best answer is “A.” In the Sample box on the answer document, find Sample E and fill in the circle for letter “A” because “A” is the letter for the best answer.

(Demonstrate.) **Does everyone understand how to mark this answer on your answer document?**

Pause. Answer questions related to mechanics of completing the answer document.

↓ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
MULTIPLE-CHOICE AUDIO FORMS CONTINUE HERE ↓

Make sure the students know how to start, stop, advance or rewind the audiotape and they know that they can do this as necessary during the test.

If the audiotape has not been advanced to the first test item, you or the students may start the recorder and now advance the tape to the narration of the first test item, then stop the tape until you are instructed to start the test.

Before actual testing starts, make sure the test procedures are very clear to the students. Your comments must be confined to answering student questions about the mechanics of completing the answer document and operating the audio equipment.

SAY You should answer all of the questions in this booklet. You may have as much time as you need to complete this test. Work until you come to the stop sign. (Demonstrate using a student's test booklet.) **When you finish, you may check your work on the test.**

Remember, read each passage; then choose the best answer for each question about the passage. If there is no passage, read the question and choose the best answer. You may write in your test booklet or on your scratch paper for any writing you may have to do, but make sure to fill in answers on your answer document. (Point to this section.) **Fill in only one answer for each question. Notice that odd-numbered questions have answer choices labeled "A," "B," "C," and "D." The answer choices for even-numbered questions are labeled "F," "G," "H," and "J." If you decide to change your answer to a question, make sure to erase your first answer completely. Does everyone understand what to do?**

After all questions have been answered,

SAY You may start, stop, advance or rewind the audiotape as necessary during the test.

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed to class individually.

SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class]. Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

SAY You may now turn on the recording and start working.

During test administration, monitor the testing process by moving as unobtrusively as possible about the room.

As students finish testing, collect all items one at a time (i.e., answer document, test booklet, and scratch paper) from each individual student. Do not have students pass testing materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including test booklets, answer documents, scratch paper, audio tape, and audio equipment **before** students are moved to an alternate test site (Section 4.6) or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize test materials for return to the STC as specified in SECTION 8, PAGE 39.

All test materials must be kept in a secure location until they are returned to the STC.

7. SPECIFIC DUTIES OF EXAMINERS: DURING TESTING

◀ SHORT PAPER COMPONENT ▶

7.1 Receive the Grade 5, Grade 8, or EOC Writing Short Paper Testing Materials

On the morning of testing, you will receive all materials needed to administer the Grade 5, Grade 8, or EOC short paper component of the *Writing* test (Table 2). For the Grade 5, Grade 8, or EOC *English: Writing* test, the STC will provide you the following materials:

- students' answer documents used for the multiple-choice component of the *Writing* test; and
- sealed package(s) of writing prompts.

The STC will ask you to initial an *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* or a *Classroom Transmittal Document for Special Test Forms Prompts Kits* (Appendix F), verifying your receipt of the test materials. The purpose of these forms is to track the secure materials throughout the test administration period.

The sealed packages of writing prompts you receive must not be opened more than 30 minutes prior to the beginning of the short paper writing test.

Just before you distribute the prompts to students, open each package and count the number of prompts. You should have the same number of prompts as printed on the package *Assembly ID Sheet*. Check the applicable number of prompts, sign, and date each *Assembly ID Sheet*. A sample of a writing prompt *Assembly ID Sheet* is in Appendix F.

Table 2: Testing Materials for Grade 5 Writing, Grade 8 Writing, and EOC English: Writing Short Paper Component

MATERIALS YOU WILL NEED	<ul style="list-style-type: none"> • a copy of this manual • a supply of writing prompts • the students' answer documents that were used for the multiple-choice component of the writing test • a supply of sharpened soft-lead (No. 2) pencils with erasers • a supply of scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH REGULAR TEST FORMS	<ul style="list-style-type: none"> • a writing prompt • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • an easily accessible dictionary (without a thesaurus section) • scratch paper
MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<ul style="list-style-type: none"> • the student's answer document • two sharpened soft-lead (No. 2) pencils with erasers • an easily accessible dictionary (without a thesaurus section) • scratch paper, and

MATERIALS REQUIRED FOR EACH STUDENT TESTING WITH SPECIAL TEST FORMS	<p style="text-align: center;">BRaille</p> <ul style="list-style-type: none"> • Braille writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • five sheets of Braille paper (for use by the student, if needed) • an Examiner's copy of the Braille writing prompt in regular-print for your use during administration, or <p style="text-align: center;">LARGE-PRINT</p> <ul style="list-style-type: none"> • large-print writing prompts (and accompanying audiotapes as needed to provide specified accommodations) • an Examiner's copy of the large-print writing prompt for your use during administration; or <p style="text-align: center;">REGULAR AUDIO</p> <ul style="list-style-type: none"> • regular-print writing prompt • accompanying audiotape
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7.2 Check Students' Workstations

Make sure that all desks/workstations are clear of books and other materials not needed for the test. Have students place book bags away from the desks/workstations. **Ensure that students have no access to cell phones or other electronic devices during testing.**

7.3 Provide Test Materials to Students

Students taking the Grade 5, Grade 8, or EOC short paper component should have access to dictionaries and scratch paper. A thesaurus cannot be used for the short paper component. **Check the dictionaries that students will use to ensure they do not have a thesaurus section.** Electronic spelling checkers may be used for the short paper component **only** by a student whose IEP or 504 management plan specifies this accommodation. Have a supply of sharpened soft-lead (No. 2) pencils available for students to use during testing. Students **MUST** use only No. 2 pencils when completing the answer document for the short paper component. Mechanical pencils may be used as long as they contain No. 2 lead. See Table 2 for a complete list of materials needed to administer the short paper component of the *Writing* test.

7.4 Specific Directions for Administering the Grade 5 Writing, Grade 8 Writing or EOC English: Writing Short Paper Component

ADMINISTRATION OF THE SHORT PAPER COMPONENT WITH AUDIO FORMS

Do not have the students turn on their audio recording until you have completed the directions through page 36. You or the student may then advance the recording to the narration of the prompt. This procedure is necessary because the narrator on the audio reads only the writing prompt and the *Checklist for Writers*. You will be instructed when to start the audiotape.

You or the students may stop, advance, or rewind the recording as necessary during the test to better follow its contents.

↓ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING SHORT PAPER (INCLUDING AUDIO) START HERE ↓

Before distributing the answer documents,

SAY Today you are going to take the second part of the SOL [Grade 5 Writing, Grade 8 Writing, or the End-of-Course English: Writing] test. For this part of the test you will write a short paper. You will write your paper in the same answer document that you used for the multiple-choice part of the test. I will now give you your answer document. Make sure that the answer document I give you has your name on it. Raise your hand if it is not your answer document.

Distribute answer documents. Make sure each student receives his/her answer document. Resolve any problems before continuing.

If you have not already opened the package(s) of prompts, do so now.

Immediately count and record the number of prompts on the *Assembly ID Sheet(s)* that were enclosed in the package of prompts.

SAY I will now give you your writing prompt. In the upper right corner of your prompt sheet, print your first and last names in the box where it says “Student Name.”

Distribute the writing prompts.

Pause while students write their names on the prompt sheet.

SAY Be sure your name is on the writing prompt. Now look at the top of your writing prompt sheet where it says “Prompt No. XXXX.” (Using a student’s prompt sheet, read aloud the 4-digit Prompt No.) On the back cover of your answer document, find the Field labeled G, “Prompt Number.” Write the prompt number in the empty boxes. Beneath each box in which you entered a number, fill in the circle that has the same number. When you are finished, recheck the prompt number and the circles that you filled in. Are there any questions? (Pause.)

Answer any questions the students may have. As the Examiner, you may need to complete this field for students with disabilities.

If you are administering a LARGE-PRINT prompt: the 4-digit prompt number is located at the top center of the sheet.

If you are administering a BRaille prompt: the 4-digit prompt number is located at the bottom of the front cover of the booklet.

Correct completion of this prompt number is essential for accurate scoring.

DIFFERENT DIRECTIONS

For the Grade 5 or Grade 8 Writing Test only,

SAY Do not fill in any of the fields that are labeled with the letters H and I.

For the EOC English: Writing Test only,

SAY Do not fill in any of the fields that are labeled with the letters H, I, and J.

SAY Now turn to page 3 of your answer document and find the boxes in the top right corner. (Point.) In the first box, write your last name. In the second box, write your first name.

(Pause while students write their names.)

SAY Now look at page 5 of your answer document and find the boxes in the top right corner. In the first box, write your last name. In the second box, write your first name. Does everyone understand what to do?

Make sure students understand what to do.

When everyone has finished,

SAY You may use scratch paper for any planning you need to do before you begin writing your paper and you may use a dictionary to check your spelling. I will now give each of you some scratch paper and a dictionary.

Distribute scratch paper.

As instructed by your STC, distribute a dictionary to each student or if you do not have enough dictionaries for each student to receive one, explain to students where the dictionaries are and the process they should follow if they need to use the dictionary. The procedure must ensure that students do not interact with each other while using the dictionary.

Ensure that students also have any materials or supplies required for accommodations.

NOTE: Remind students that they should only use a No. 2 pencil when completing their short paper.

Have extra sharpened pencils, erasers, and scratch paper in an accessible place.

SAY You may have as much time as you need to complete this test. You may use some of this time to plan what you will write. Use the scratch paper I gave you for any planning you need to do. If you need more paper for planning, raise your hand and I will give you extra paper. After you have finished planning, write your paper on the pages with lines in the answer document, beginning on page 3 where it says “Start Here.” (Demonstrate.) Only the writing on the lined pages of the answer document will be scored so you must plan carefully in order to write everything you want to say on the answer document.

You do not have to fill all of the lined pages with writing. You should write as much as necessary to cover the writing topic well. You may print, or you may write in cursive. Are there any questions?

Answer any questions about the mechanics of completing the answer document.

Before actual testing starts, make sure the test procedures are very clear to the students. Your comments must be confined to answering student questions about the mechanics of completing the answer document.

➔ AUDIO ONLY: DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
SHORT PAPER STOP HERE AND GO TO PAGE 37➔

OR

⬇ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
SHORT PAPER CONTINUE HERE⬇

Short paper

SAY Now read the writing prompt to yourself.

Pause while students read the writing prompt. As directed by the STC, you may read the prompt to students if they have difficulty reading it.

You may not explain what the writing prompt means.

SAY Make sure you write about the topic given to you in the prompt. You may write about something that really happened or you may write a fictional paper. However, if you do not write about the topic given to you, your paper will not be scored. Are there any questions?

Answer any questions. Make sure that the students know what to do.

SAY Now look at the “Checklist for Writers.” It lists points for you to keep in mind as you write. Read the checklist to yourself.

Pause while students read the checklist.

SAY Are there any questions?

Answer students’ questions.

SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers. Are there any question?

Pause. Answer all questions.

SAY You may start now.

➡ DIRECTIONS FOR GRADES 5, 8, AND EOC ENGLISH: WRITING
SHORT PAPER STOP HERE AND GO TO PAGE 38➡

OR

➡ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
SHORT PAPER AUDIO CONTINUE ON NEXT PAGE ➡

DIRECTIONS FOR SHORT PAPER AUDIO FORMS ONLY

Demonstrate to students how to operate the audio equipment. Pause while students practice.

Make sure the students know how to start, stop, advance or rewind the tape and they know that they can do this as necessary during the test.

If the recording has not been advanced to the prompt, you or the student may now advance the recording to the narration of the prompt and then stop the tape until the directions below have been read.

Verify the recording is in position to start at the narration of the prompt for all students.

SAY Do not start working until I tell you to do so.

After you have turned on your recording, advance the recording to the prompt. Listen to the prompt and the “Checklist for Writers,” (Point, using the examiner’s copy of the prompt sheet.) and read them to yourself as they are read. Turn off the recording after you have completed listening to the prompt and the checklist.

Make sure you write about the topic given to you in the prompt. You may write about something that really happened or you may write a fictional paper. However, if you do not write about the topic given to you, your paper will not be scored. Are there any questions?

Answer students’ questions. You may not explain what the writing prompt means.

SAY Listen carefully to the “Checklist for Writers” as it is read. The checklist outlines points for you to keep in mind as you write. Does everyone understand what to do?

Pause. Answer students’ questions.

SAY When you have finished, raise your hand and I will collect your materials. After I have collected your materials, [you may sit quietly or read if you wish or you will be dismissed to class].

As instructed by the STC, after students have completed the test session, they may remain in the room until all have finished or they may be dismissed to class individually.

Remember, after taking the test, you should not discuss the test with anyone, including your classmates and teachers.

Remind students,

SAY You may start, stop, advance or rewind the audiotape as necessary during the test. Does everyone understand what to do?

Pause.

SAY You may turn on the recording and start working now.

↓ DIRECTIONS FOR ALL GRADES 5, 8, AND EOC ENGLISH: WRITING
SHORT PAPER (INCLUDING AUDIO) CONTINUE HERE ↓

During test administration, monitor the testing process by moving as unobtrusively as possible about the room. While you are moving about the room, check that students are:

- working in the short paper writing section of the answer document and not going back to the multiple-choice section
- writing their papers only on the lined pages of their answer documents. **Loose sheets of paper will not be scored.**

Be aware of any situation in which a testing irregularity could occur (Section 4.8). Any testing irregularity must be reported immediately to your STC. The STC will instruct you on procedures for handling testing irregularities. All testing irregularities must be recorded as directed by your STC. The *Test Irregularity Form* in Appendix G may be used to document the incident.

As students finish writing the short paper, collect all items one at a time (i.e., answer document, writing prompt sheet, and scratch paper) from each individual student. Do not have students pass testing materials up or down the rows of desks or workstations.

Be sure to account for all test materials, including answer documents, scratch paper, writing prompt sheets, audiotapes, and audio equipment **before** students are moved to an alternate test site (Section 4.6) or dismissed from the test session.

After the test session is over, inspect the students' answer documents and organize the test materials for return to the STC as specified in SECTION 8, PAGE 39.

All test materials must be kept in a secure location until they are returned to the STC.

8. SPECIFIC DUTIES OF EXAMINERS: AFTER TESTING

◀ MULTIPLE-CHOICE & SHORT PAPER COMPONENTS ▶

8.1 Inspect Answer Documents

Remember that the students' completed answer documents are secure test materials. They must be inspected and assembled in a location that is inaccessible to students and must be returned to your STC no later than the end of the school day on which the test was administered.

NOTE: If the testing session was concluded relatively late in the school day and you do not have time to prepare the answer documents as described in Section 8.2, return them to your STC at this time along with other test materials so that they can be counted and locked in a secure location overnight. Arrange with your STC to retrieve the answer documents on another school day so that you can inspect and assemble the answer documents for return.

After testing, you must make sure that the answer documents are undamaged and complete, and they contain all appropriate identification information. **Careful inspection of students' answer documents will help prevent scoring delays.**

1. Inspect all answer documents for improper marks. Marks made with ballpoint pen, felt-tipped pen, hard-lead or colored pencils will not be scanned. All marks to be read by the scanners must be very dark. **DO NOT ALTER THE STUDENT'S RESPONSE TO THE WRITING PROMPT IN ANY WAY.**
2. Check the multiple-choice answer section. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.**
3. Remove any extraneous materials or loose sheets of paper from the short paper section of the answer document, but **DO NOT ALTER THE STUDENT'S RESPONSE IN ANY WAY.** Only responses written in an answer document will be scored.
4. Check the demographic information.
 - a. Handwritten information in Field A should be legibly filled in with a No. 2 pencil. The student's name is required; however, as directed by the STC, you may be instructed to complete the other information in this field such as teacher, school, etc. Having all the information completed in Field A may be helpful if questions arise during the processing of the answer document.
 - b. If the answer document is submitted WITHOUT a Pre-ID label, Fields B through E, the machine-scannable information (student's name, date of birth, gender, STI, etc.), must be accurately completed with dark No. 2 pencil marks. Make sure all fields have been completed in which you have entered information.
 - c. Check each student's answer document to ensure that the correct multiple-choice (MC) form number of the test has been completed in Field F, *MC Form*, and the correct 4-digit writing prompt number has been entered in Field G, *Prompt Number*. Failure to complete Fields F and G accurately will result in an incorrect key being used to score the test.

If applicable, your STC will provide directions for completing Field H, *Testing Status* and Field I, *Special Test Accommodations*.

EOC English: Writing Test Only

If applicable, your STC will provide directions for completing Field J, 2nd Attempt.

Field J, 2nd Attempt, must be completed ONLY for Term Graduates who take the second attempt of the EOC English: Writing test. LEAVE Field J BLANK on the student's first attempt answer document.

5. Inspect answer documents for damage. No tape, staples, coffee, paint, or other foreign objects or substances can be on the answer documents.
6. Answer documents that are not in good physical condition (bent corners, folds or wrinkles, clips or staples) cannot be scanned by electronic machines. If such an answer document is found, inform your STC and if permission is given, transcribe the student's demographic information, multiple-choice answers, and short paper to a blank answer document. If such transcriptions are made:
 - a. Verify the accuracy of **all** transcriptions with another Examiner, teacher, or faculty member; however, **students' responses must not be altered in any way**.
 - b. Print the word "VOID" on the front demographic page of the original answer document and return it to your STC.

8.2 Organize Test Materials for Return to the STC

8.2.1 Verify writing multiple-choice test booklets and answer documents

All secure materials must be returned to the STC as soon as possible after the end of the testing session, **but not later than the end of the same school day on which the test was administered**.

As directed by your STC, assemble the following materials for return to the STC:

Test Materials

Verify that the number of test booklets and the Special Test Form Kits returned match the number you received initially and recorded on the *Assembly ID Sheet* and/or the *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit* or the *Classroom Transmittal Document for Special Test Forms Kits*:

- regular test booklets
- if applicable, Special Test Form Kit or regular audiotapes
 - students' test booklets
 - Examiner's Copy of test booklets

Check test booklets to ensure students' answer documents are not included.

Answer Documents

Verify the following:

- There is a completed or partially completed answer document for each student that was administered the test, including answer documents for irregularities that required retesting.
- If applicable, there is an answer document for those students who were absent and did not take the test.
- The number of students tested, the number of completed answer documents, and the number of test booklets (identified with students' name), match the testing/classroom attendance roster.

8.2.2 Verify answer documents

Students must use only one answer document in which their multiple-choice responses are entered and the short paper is written. Verify the following:

- Each student has entered responses for both components of the writing test on one answer document.
- Ensure that the number of writing prompt sheets matches the number you recorded on the *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit* and/or the *Classroom Transmittal Document for Special Test Forms/Prompts Kits*.

8.2.3 Prepare answer documents (fall/spring administrations)

As directed by your STC, pack all used/marked answer documents as follows:

Pack together answer documents for Term Graduates (first and second testers), Regular and Special Test Forms, including answer documents for irregularities. Also, included should be answer documents for all students **not tested** in a classroom.

8.2.4 Prepare answer documents (summer administration only)

As directed by your STC, pack all used/marked answer documents as follows:

Students From Schools Within Your Division

- Answer documents for Term Graduates (first and second opportunity testers), Regular, and Special Test Forms should be packed together. This includes answer documents for irregularities. Also, included should be answer documents for all students **not tested** in a classroom.

Students From Schools Outside Your Division

- Answer documents for Term Graduates (first and second testers), Regular, and Special Test Form should be packed together. This includes answer documents for irregularities. Also, included should be answer documents for all students **not tested** in a classroom.

8.3 Return All Test Materials to the STC After Testing is Completed

After all materials are inspected and verified, return them to your STC. Return three separate groups of materials as follows:

- **Group 1 — Scorable Secure Answer Documents:** All completed and partially completed answer documents, including answer documents for irregularities that required retesting as described in Section 8.2.3—Preparing answer documents

NOTE: No loose writing papers should be with the scorable answer documents. Only responses written on the answer documents will be scored.

- **Group 2 — Secure Test Materials:** (if still in your possession) all test booklets or writing prompt sheets used in the test session (include Braille and large-print Examiner's copies and accompanying audiotapes)
- **Group 3 — Remaining Non-Scorable Materials:** (if still in your possession) the completed writing multiple-choice or prompt package *Assembly ID Sheets*, unused and/or unmarked answer documents, damaged answer documents marked "VOID," scratch paper, and this manual

The STC will verify that you have returned all test materials and initial the "IN" column on an *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit*, *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*, *Classroom Transmittal Document for Special Test Forms Kits/Affidavit*, or *Classroom Transmittal Document for Special Test Forms Prompts Kits/Affidavit* (Appendix F).

SECURITY CHECK

ALL TEST BOOKLETS, WRITING PROMPT SHEETS, AUDIOTAPES, AND EXAMINERS' COPIES MUST BE ACCOUNTED FOR AND RETURNED TO YOUR STC.

8.4 Sign the *Examiner's/Proctor's Affidavits*

After the Grade 5, Grade 8, or EOC *English: Writing* test has been administered and materials returned to your STC, you are required to certify the following:

1. The tests have been administered according to the directions in the *Examiner's Manual*.
2. Test questions and writing prompt have not been reproduced in any way.
3. No inappropriate test preparation activities have been conducted.
4. Students' responses have not been altered in any way.

For this certification, the STC will provide you and any Proctors or Interpreters (if applicable) one of these forms to sign: *Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit*, *Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit*, *Classroom Transmittal Document for Special Test Forms Kits/Affidavit*, *Classroom Transmittal Document for Special Test Forms Prompts Kits/Affidavit* (Appendix F), or another such transmittal/affidavit.

9. MAKE-UP TESTING

Every student who is absent on either or both administration days of the Grade 5 *Writing*, Grade 8 *Writing* or EOC *English: Writing* test must be given an opportunity to take the multiple-choice or short paper component on a make-up basis, **provided the make-up sessions are within the testing window.**

Students who miss the initial administration of the multiple-choice component will use the same multiple-choice form taken by students who were in attendance that day. Students who miss the administration of the short paper component will be administered a different prompt for make-up testing.

Your STC will provide you with information regarding the schedule for make-up testing sessions.

IF YOU ARE TO SERVE AS AN EXAMINER FOR MAKE-UP TEST SESSION(S), PLEASE REMEMBER THE FOLLOWING:

To help ensure complete and proper scoring of test results, each student must use only **ONE** answer document in which all multiple-choice responses are entered and her/his short paper is written; therefore,

1. If a student taking the multiple-choice component on a make-up basis has already taken the short paper component, you must obtain from the STC the answer document in which the student wrote her/his short paper.
2. If a student taking the short paper component on a make-up basis has already taken the multiple-choice component, you must obtain from the STC the answer document in which the student recorded her/his multiple-choice responses.

Consult with your STC if you have any questions about make-up testing.

THANK YOU

We appreciate your time and effort in participating in the Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* SOL assessment.

APPENDIX A
VIRGINIA DEPARTMENT OF EDUCATION
STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia Standards of Learning (SOL) Assessments (paper and online) in determining what actions may compromise test security.

1. Students must never be exposed to unreleased test items or to the answers to unreleased test items before or following test administration. **Using unreleased test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.** If in doubt whether test items have been released, contact the Division Director of Testing for verification.
2. All persons are prohibited from providing students with the answer to any unreleased test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after a test administration. This prohibition includes provision of clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
3. Examiners should receive test booklets/writing prompts only on the day of testing. Examiners are not allowed to open sealed packages of writing prompts more than 30 minutes before the test session for the short paper component of the writing tests.
4. Examiners are not to improperly review test items or test booklets before, during, or after test administration. Examiners administering the paper multiple-choice SOL test are not to look ahead in the test booklets.
5. Copying/printing/photographing **ALL OR ANY PART** of an SOL assessment or taking notes about the items included on an SOL assessment is **STRICTLY PROHIBITED**. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.
6. All persons are prohibited from logging into TestNav™ (the Web-based application) posing as a student, current or fabricated, to view any SOL assessments. Only a student whose name appears on a Student Authorization Ticket is permitted to log in and take an online assessment (not applicable for *Writing* tests).
7. The tests must be administered strictly in accordance with the instructions outlined in the SOL assessment manuals. This includes following proper procedures for using test manipulatives. Directions that are to be read to the students must be read exactly as written.
8. No test item that will be scored to obtain students' test results may be used as a sample or practice item for learning how to select responses. Sample items are included in the SOL assessments to familiarize students with the format of the items and the procedures for selecting their answers.
9. All persons are prohibited from attempting to formally or informally score SOL assessments.
10. All Examiners, Proctors, or Interpreters using a Proctor Authorization Ticket to administer an online Read-Aloud assessment to students requiring this accommodation are prohibited from answering test questions in the Web-based assessment before, during, or after the administration of the test (not applicable for *Writing* tests).
11. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during a test administration, correcting wrong answers during a test administration, or by erasing or correcting answers or responses recorded/selected by the student.
12. All known violations of test security procedures shall be reported by phone, fax or in writing. Call (804) 225-2102 to report a violation by phone. Fax violation reports to (804) 371-8978. Written reports must be signed by the person making the report, and addressed to the Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Actions for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

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Updated August 2008

Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-19.1. Action for violations of test security procedures.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education; or
7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, “secure” means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

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Appendix A, continued

Please read legislation passed by the Virginia General Assembly (§22.1–19.1 Actions for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-292.1. Violation of test security procedures; revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, “secure test” means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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Appendix A, continued

STANDARD OF LEARNING (SOL) ASSESSMENTS

**SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT
(INCLUDING EXAMINERS/PROCTORS)**

Check Writing Test Administration: ☐ Fall 2008 ☐ Spring 2009 ☐ Summer 2009

I acknowledge that I will have access to the Standards of Learning (SOL) Assessments for the purpose of administering an SOL test. I also acknowledge that I have read, understand, and agree to adhere to the *Test Security Guidelines* for the SOL test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to anyone.
2. I will not improperly review test items or test booklets/writing prompts, copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students' responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. If serving as an Examiner for online Read-Aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test.
7. I understand my Login ID and password for the Virginia SOL Web-based Assessments are secure and must remain confidential.
8. I have read the legislation passed by the Virginia General Assembly (§22.1–19.1 Action for violations of test security procedures and §22.1–292.1 Violation of test security procedures: revocation of license).
9. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

Interpreters and all individuals involved in transcriptions of student responses must also read and sign the test security agreement.

Please be sure to sign and return the *Test Security Agreement* (from the computer OR manual) to the appropriate test administrator before administering any SOL tests.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

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APPENDIX B, continued

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT

(Page 2 of 2)

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SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT
(Page 1 of 2)

51

APPENDIX B, continued

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT

(Page 2 of 2)

STUDENT NAME	
Last Name	First Name

2008 – 2009
GRADE 8
WRITING TEST

Section 2: Fields F and G must be completed. Fields H and I should be completed as needed.

F MC FORM

W			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

G PROMPT NUMBER

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

H TESTING STATUS
Select Only One

1	2	3	4	5	7	8	9	15
---	---	---	---	---	---	---	---	----

I SPECIAL TEST ACCOMMODATIONS

1	4	5	6	8	9	10	11	12	13	17	18	21	22	23	24	25	27	B
---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	---

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Printed in the United States of America.

Grade 8 WRITING

SAMPLES

A A B C D

B F G H J

C A B C D

D F G H J

1 A B C D	11 A B C D	21 A B C D	31 A B C D
2 F G H J	12 F G H J	22 F G H J	32 F G H J
3 A B C D	13 A B C D	23 A B C D	33 A B C D
4 F G H J	14 F G H J	24 F G H J	34 F G H J
5 A B C D	15 A B C D	25 A B C D	35 A B C D
6 F G H J	16 F G H J	26 F G H J	36 F G H J
7 A B C D	17 A B C D	27 A B C D	37 A B C D
8 F G H J	18 F G H J	28 F G H J	38 F G H J
9 A B C D	19 A B C D	29 A B C D	
10 F G H J	20 F G H J	30 F G H J	

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

APPENDIX B, continued

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT

(Page 1 of 2)

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APPENDIX B, continued

SAMPLE DEMOGRAPHIC PAGE OF A STUDENT ANSWER DOCUMENT

(Page 2 of 2)

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APPENDIX C

DIRECTIONS FOR STUDENT COMPLETION OF DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENT IF PRE-ID LABELS ARE NOT USED

DIRECTIONS: If you do not have Pre-ID labels for Grade 5 *Writing*, Grade 8 *Writing*, or EOC *English: Writing* answer documents, and you have been instructed by your STC to have students complete FIELDS B through D before or during the testing session, then you should read the following directions to students.

SAY Today you are going to complete only the demographic information on your answer document in FIELDS B through D.

Before distributing answer documents to students make sure that all desks/workstations are clear of books and all other materials. See that each student has two sharpened soft-lead (No. 2) pencils with erasers.

SAY I will give each of you an answer document. When you receive it, leave it on your desk. Do not write anything on it until I tell you what to do. Do not fill in any boxes except the ones I tell you to fill in. Some of the boxes may be left blank.

Distribute the answer documents with the Section 1 side facing up.

SAY In Field B, find the box that contains areas labeled “Last Name,” and “First Name.” In the area labeled “Last Name,” print your last name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, in the area labeled “First Name,” print your first name in the boxes at the top of each column. Begin in the left-hand column, and write only one letter in each box.

Give help as needed. When all students have finished,

SAY Now, fill in the matching circle beneath each letter in your name. Be sure you fill in only one circle for each letter. Does anyone have a question?

Give help as needed. After students have finished,

SAY Now find Field C, which is labeled “Date of Birth.” In the area labeled “Month,” find the circle for the month of your birthday and fill it in.

After students have finished,

SAY The next area is labeled “Day.” In the boxes, write the date on which you were born, entering one number in each box. For example, if your birthday is between the 1st and the 9th of the month, you would write “0” in the first box and the correct number in the second box. Does anyone have a question?

Answer all questions. When everyone has finished,

SAY Now beneath each box, fill in the circle that has the same number that you wrote in the box.

After students have finished,

Appendix C, continued

SAY The next area is labeled “Year.” Fill in the circle next to “19.” In the next boxes, write the last two digits of the year in which you were born. Then fill in the circles for these two digits.

Give help as needed.

SAY Now find Field D, which is labeled “Gender.” Fill in the circle next to “Female” if you are a female or the circle next to “Male” if you are a male.

Give help as needed.

SAY Field F, MC Form, and Field G, Prompt Number, will be completed during the actual testing session.

(For Grade 5 or 8), Do not fill in the fields that are labeled with the letters E, H, or I.

(For EOC English: Writing), Do not fill in the fields that are labeled with the letters E, H, I, or J.

Do you have any questions? Answer students’ questions.

Collect answer documents and keep them in a secure location until testing begins.

NOTE: As directed by your STC, Field E, the student’s State Testing Identifier, must be completed by you or a designated adult to insure accuracy.

APPENDIX D STANDARDS OF LEARNING ASSESSMENTS

SPECIAL TEST ACCOMMODATIONS

Directions: Before testing, the Examiner should become familiar with special test accommodations specified in students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, and coordinate with the School Test Coordinator (STC) how accommodations will be met during the testing session. Questions about whether accommodations not listed in this manual are permissible should be directed to the STC.

For additional information, refer to the *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*:

www.doe.virginia.gov/VDOE/Assessment/home.shtml

Additional materials required for testing accommodations

Some accommodations require additional materials and supplies for test administration. It is important to review students' IEPs, 504 management plans, or *LEP Student Assessment Participation Plans* to identify necessary materials or devices in advance of the test dates. Examiners conducting a read aloud administration MUST ensure that the test booklets used have IDENTICAL form numbers so that the Examiner and student(s) are viewing the same test items. For students who will be using audiotapes that accompany the Braille, large-print, or regular versions of a test, they will need tape recorders, preferably one for each student. Other students may require magnification aids or a Braillewriter, depending on what their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans* specify.

The school division must supply enlarged copies of the answer documents if they are required by students.

Audiotaping

Some accommodations require that the test administration be audiotaped. These accommodations include:

- Read-aloud administration (must be recorded or proctored)
- Examiner/Proctor records students' answers for students who must dictate answers because they are unable to mark the regular answer document; or the student responds verbally
- Student dictates her or his short paper response to a scribe

For students with such accommodations specified in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*, arrange for the test administration to be audiotaped.

Assistance with Directions

The Examiner may make modifications as needed to the specific directions for administering a test to ensure that students taking the Braille, large-print, and/or audiotape versions of the test understand the testing procedures. For example, tell students they do not need to read or pay attention to the copyright notice that appears in the Braille version and is read at the beginning of audiotapes.

Assistance with directions may include reading directions to students, simplifying directions, clarifying directions, or writing directions. The Examiner may simplify directions by restating the directions using more familiar or clearly understood terminology. The Examiner also may clarify directions by answering questions from the students about the test directions related to the mechanics of the test.

Appendix D, continued

An accommodation may require that the Examiner provide a copy of the directions for the student to reference during testing. Directions may be copied from either the student's test booklet or this manual. The directions may be written on the classroom's dry-erase board or chalkboard, displayed on an overhead projector, or copied onto individual sheets of paper. Again, special care must be taken when assisting with directions so as not to lead the students to correct responses.

Dictation to a Scribe

Writing Assessment only

The student will dictate (or use an augmentative communication device with auditory output) his/her response to the writing assessment in English to a second person (scribe) who will transcribe it. The session between the student and scribe must be recorded on audiotape and given to Division Director of Testing along with the transcription. The scribe, who should have experience working with the student, must format, capitalize and punctuate only as directed by the student. The student is not required to spell each word to the scribe. The scribe's transcription and taped record must be verified by a second school official to ensure that no errors in transcription occurred. The scribe's transcription and taped record shall be retained on file and secure in the office of the Division Director of Testing until the established appeal period is over.

Interpreters

For some accommodations, interpreters may be required during the testing session. Interpreters are required when students' IEPs or 504 management plans specify that the student needs to have test items or directions interpreted by signing or transliteration in order to participate. Interpreters must also sign the *School Division Personnel Test Security Agreement (Including Examiners/Proctors)* (Appendix A).

Interpreting Directions

Assistance with directions may include interpreting the test directions through signing or transliterations. Hearing-impaired students who normally communicate in an alternative or manual method may be provided an educational interpreter to interpret test directions or to answer questions concerning test instructions or procedures. The Examiner must be present for the testing session and read aloud the test directions as presented in manual so that they can be communicated in the alternative or manual method by the educational interpreter. The student must direct any questions to the Examiner, and the Examiner's response must be communicated by the educational interpreter. The interpreter should also communicate sample questions that are read aloud as part of the test directions.

Interpreting (e.g., Signing, Transliteration) Test Items

An interpreted (e.g., signing, transliteration) test administration must be proctored by appropriate school personnel. The interpreter must be very careful when interpreting the test items so as not to lead the student to a correct answer by facial expression or by repeating any part of the test that is not specifically requested by the student.

The Test Examiner and the Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification shall be retained on file in the office of the DDOT until scores are received and verified.

Appendix D, continued

Read-aloud Administration

Students with disabilities or LEP students who have the accommodation of having the test read to them will use the same form as other students in their classroom. Examiners conducting a read-aloud administration **MUST** ensure that the students' test booklets have **IDENTICAL** form numbers on the front covers, so that the Examiner and student(s) are viewing the same test items.

A read-aloud administration must be recorded or proctored. The taped record of the entire testing session shall be retained on file and secure in the office of the DDOT until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to the standardized procedures. This written verification must be retained on file and secure in the office of the DDOT until scores have been received and verified.

Special attention must be given to the IEP, 504 management plan or *LEP Student Assessment Participation Plan* for specific accommodations regarding reading the test aloud. For example, a student's accommodation may require the entire test to be read orally or may require having words, questions, or sentences read orally only when requested by the student. In particular, care must be taken to describe graphics without leading the student to the correct response. The audiotope provides a taped version of the test instructions and test items. A regular-print, large-print, Braille, or regular version of the test should be used in conjunction with reading the test aloud in order to provide the student multi-sensory stimulation. Test items must be read in English.

The Examiner must be very careful when reading the test aloud so that he/she do not lead the student to a correct response by intonation or by repeating any part of the test that is not specifically requested by the student. **Prior to reading aloud a test item, take a moment to review the item so that the answer is not inadvertently given to the student. Depending on the content of the test item, you may need to read aloud "Broad RD." as "Broad R-d period." Similarly, you may need to read the number 3,254 as "three comma two five four."**

For more detailed information, refer to the *Virginia Standards of Learning Assessments Guidelines for Administering the Read-Aloud Accommodation* at

www.doe.virginia.gov/VDOE/Assessment/Assess.PDF/readaloudguidelines.pdf

Transcription of Students' Answers

NOTE: Prior approval must be obtained from the STC to conduct a transcription of student(s) answers.

The accommodation for transcribing students' test responses onto an answer document is **only** available for students as stated in their IEPs, 504 management plans, or *LEP Student Assessment Participation Plans*. A student's responses to the multiple-choice and short paper writing tests must be transcribed to the regular answer document by a school official if the student's answers were:

- recorded on Braille paper or on an enlarged copy of the answer document,
- dictated to an Examiner/Proctor and audiotaped, or
- marked directly in the test booklet.

The transcription must be verified by a second school official to ensure that no errors occurred. Proctors may transcribe or verify the transcription. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. However, the same individual should transcribe the entire response. An alert will be triggered if a response appears with more than one individual's handwriting. **NOTE: The students' responses must not be altered in any way.**

Appendix D, continued

Transcriptions must be completed as soon as possible after the test has been administered. Remember that an answer document is considered to be secure once a student's answers have been recorded on it. Therefore, the answer documents must be kept in locked storage when not in use during an actual testing session.

The student's Braille responses, an enlarged copy of the answer document, an audiotape of the students responses, **and/or** the marked test booklet shall be retained on file and secure in the office of the DDOT until scores are received and verified.

Using Audiotapes that Accompany Braille, Large-Print, or Regular-print Versions of the Test

NOTE: Only use the audiotape accompanying the Braille or large-print test forms/prompts if the student has use of an audiotape as an accommodation on her/his current IEP or 504 management plan.

Before test administration, check tape recorders to be sure they will work correctly during test administration. Check the labels of the audiocassettes to see that the subject area and test form number match the Braille, large-print, or regular-print test booklets.

In each set of specific directions for administering a subject area test, listen for an indication of a **NOTE** box that will advise exactly when to begin playing an audiotape. On the audiotape, the narrator reads the directions and the sample questions but does not refer to the answer document or how to enter answers. As stated in the manual, the Test Examiner must follow directions and read aloud specific directions to the student for audio forms. **Students may pause or stop a tape as necessary during the test to follow its contents and keep up with the narration.** So that students may stop the tape as they need to, it is best to have an individual tape and tape recorder for each student using an audiotape version.

Using Word Prediction/Selection Software

Writing Assessment Only

Word prediction/selection is defined as any software providing a student with a selection of single words from a student-generated single or multiple keystrokes. For example, a student may type into the software the letter "p." The software will provide the student with a list of single words starting with the letter "p" (e.g., "plane," "plain," "put," "part," "please," etc.). It should be noted that word prediction/selection is limited to the software providing selections of single words and not phrases, grammatically appropriate options, or other unrelated word choices generated by student keystrokes to predict ahead sentence structure.

Software providing word prediction/selection must not provide prompting for spell checking, grammar checking, predicting ahead of phrases or word choices, and must not make use of a thesaurus. If the word prediction/selection software allows selection of a dictionary for use by the software, an appropriate dictionary for the student's grade level should be selected.

If a student is provided the word prediction/selection accommodation during testing, Field I, Special Test Accommodations, Circle B, must be coded on the answer document. Refer to *Special Test Accommodations Codes*, B-Other in Appendix E.

APPENDIX E

Special Test Accommodations Codes Grade 5, Grade 8, and EOC English: Writing Test

Limited English Proficient (LEP)	Students with Disabilities (SWD)	Available for Online Testing	Answer document circle number	
•	•	Writing tests are not available online.	1	Flexible schedule (includes breaks during test and multiple test sessions)
			2	group size
			3	environmental modifications (e.g. special lighting, noise buffers, use of study carrel)
•	•		4	visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	•		5	amplification equipment (e.g., hearing aid or auditory trainer)
L	•		6	large-print test
			7	assistance with directions (i.e., simplifying or clarifying directions)
L	•		8	increased size of answer circles (e.g., enlarged copy of answer document)
L	•		9	Braille test / Braille answer document
•	•		10	Reading in English of test items (except for <i>Reading</i>). If Plan calls for reading the <i>Reading</i> test aloud, see #14.
•	•		11	audiotape version of test items (except for <i>Reading</i>). If Plan calls for using audiotape version of the <i>Reading</i> , see #15.
L	•		12	Interpreting (e.g., signing, transliteration) test items (except for <i>Reading</i>). If Plan calls for interpreting the <i>Reading</i> , see #16.
L	•		13	communication board / pictorial presentation
			14	Reading test items in English on the <i>Reading</i> test
			15	using audiotape version of the <i>Reading</i> test
			16	Interpreting (e.g., signing, transliteration) test items on the <i>Reading</i> test
•	S		17	bilingual dictionary
•	•		18	mark in test booklet or student responds verbally
			19	math aids (e.g., abacus, manipulatives)
			20	large-diameter pencil, special pencil, pencil grip
L	•		21	respond by word processor, typewriter, Braille
L	•		22	augmentative communication device
L	•		23	Spelling aids: spelling checker, spelling dictionary
L	•		24	tape recorder (pre-writing only)
•	•		25	dictation in English to a scribe (short paper writing component only)
			26	use of calculator or arithmetic tables (grades 3, 4, 5, 6, and 7 math computation on the section of the test that does not allow a calculator)
•	•		27	Other (must obtain prior approval from VDOE)
			A	NOT AVAILABLE
•	•		B	Other (must obtain prior approval from VDOE)

Black squares in either column indicate accommodations that are not available for these tests. DO NOT COMPLETE.

S Unless also identified as LEP, these accommodations are not available for students with disabilities. DO NOT COMPLETE.




L Unless also identified as SWD, these accommodations are not available for LEP students. DO NOT COMPLETE.

• These accommodations are available as needed.

These accommodations are available to all students as needed.


APPENDIX F

SAMPLE TEST BOOKLET PACKAGE ASSEMBLY ID SHEET

Form number	VIRGINIA STANDARDS OF LEARNING FALL WRITING SECURE TEST MATERIALS Assembly ID Sheet			Quantity
Name of test				
Level	EOC WR TB FM W0118 (10)			
	 VA00000161 006921821			
	AFTER OPENING <u>THIS PACKAGE</u> BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS: 1. Count the number of test materials contained in this package. 2. Check the one that is applicable and explain any discrepancy. ___ There were <u>10</u> test materials in this package. ___ There were <u>NOT 10</u> test materials in this package. Discrepancy: _____ _____ _____ _____ 3. Signature _____ Date _____ 4. Return this Assembly ID sheet to the STC along with all enclosed test materials immediately after the testing session has concluded.			
Range of security numbers in packet	Assembly Number: VA00000161 Assembly Name: EOC WR TB FM W0118 (10) Beginning Serial Range: 006921 821  Ending Serial Range: 006921 830  Quantity: 10 <div style="border: 1px solid black; padding: 5px;"> For Internal Use Only. Pg 1 Pkt 33 </div>			

Appendix F, continued

SAMPLE WRITING PROMPT PACKAGE ASSEMBLY ID SHEET

Prompt number	Name of test	Level	Quantity
	VIRGINIA STANDARDS OF LEARNING FALL WRITING SECURE TEST MATERIALS Assembly ID Sheet	EOC WR PROMPT 1660 (10)	
			
	<p>AFTER OPENING <u>THIS PACKAGE</u> BUT BEFORE DISTRIBUTING ITS CONTENTS TO STUDENTS:</p> <ol style="list-style-type: none"> Count the number of test materials contained in this package. Check the one that is applicable and explain any discrepancy. <p>___ There were <u>10</u> test materials in this package.</p> <p>___ There were <u>NOT 10</u> test materials in this package.</p> <p>Discrepancy: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Signature _____ Date _____</p> <p>4. Return this Assembly ID sheet to the STC along with all enclosed test materials immediately after the testing session has concluded.</p>		
	<p>Quantity: 10</p> <p>For Internal Use Only.</p> <p>Pg 3</p>		

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:** _____

Directions

School Test Coordinators: Use the form on the reverse side to sign test booklets out to and in from Examiners/Proctors in your school. Provide your division name, school, grade level, and test name.

- ☐ 1. List each Examiner's/Proctor's name in column (1).
- ☐ 2. List the number of test booklets assigned to each Examiner/Proctor in column (2).
- ☐ 3. The Examiner/Proctor should initial the "Out" column (3) when receiving test booklets.
- ☐ 4. The STC should initial the "In" column (4) when test booklets are returned.
Both the Examiner/Proctor and STC should count or otherwise verify the number of test booklets distributed before initialing this form.

5. EXAMINER'S/PROCTOR'S AFFIDAVIT

After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column (5) certifying the following:

- ☐ a. I administered the Standards of Learning (SOL) Assessments test according to the directions in the *Examiner's Manual*.
- ☐ b. I kept all materials secure when in my possession.
- ☐ c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
- ☐ d. I did not alter students' responses in any way.
- ☐ e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

EXAMINER'S/PROCTOR'S TEST BOOKLET TRANSMITTAL FORM/AFFIDAVIT

Directions: Numbers at the top of each column correspond to steps listed on the reverse side.

Division Name: _____ **School Name:** _____

(1) Examiner's Name (Proctor's Name)	(2) Test Booklet Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and Proctors are to sign in this column only AFTER reading statements a–e on the reverse side.

NOTES TO STC:

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

Division Name: _____ **School Name:** _____

Directions

School Test Coordinators: Use the form on the reverse side to sign writing prompts out to and in from Examiners/Proctors in your school.

- ☐ 1. List each Examiner's/Proctor's name in column (1).
- ☐ 2. List the number of writing prompts assigned to each Examiner/Proctor in column (2).
- ☐ 3. The Examiner/Proctor should initial the "Out" column (3) when receiving writing prompts.
- ☐ 4. The STC should initial the "In" column (4) when writing prompts are returned. Both the Examiner/Proctor and STC should count or otherwise verify the number of writing prompts distributed before initialing this form.
- 5. **EXAMINER'S/PROCTOR'S AFFIDAVIT: After testing is completed, have each Examiner/Proctor read the following statements and sign the "Examiner's/Proctor's Affidavit" column (5) certifying the following:**
 - ☐ a. I administered the Standards of Learning (SOL) Assessments test according to the directions in the *Examiner's Manual*.
 - ☐ b. I kept all materials secure when in my possession.
 - ☐ c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
 - ☐ d. I did not alter students' responses in any way.
 - ☐ e. I have read the statements above and understand that I am certifying that they are true by signing the "Examiner's/Proctor's Affidavit" on the reverse side.

(Over)

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

EXAMINER'S/PROCTOR'S WRITING PROMPT TRANSMITTAL FORM/AFFIDAVIT

Directions: Numbers at the top of each column correspond to steps listed on the reverse side.

Division Name: _____ **School Name:** _____

(1) Examiner's Name (Proctor's Name)	(2) Writing Prompt Quantity	(3) OUT— EXAMINER'S/ PROCTOR'S INITIALS	(4) IN— STC'S INITIALS	(5) EXAMINER'S/PROCTOR'S AFFIDAVIT Examiners and Proctors are to sign in this column only AFTER reading statements a–e on the reverse side.

NOTES TO STC:

1. At the close of test administration, this completed page must be forwarded to your DDOT, who will keep it on file.
2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS****CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/AFFIDAVIT**

Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits to the STC.

Directions

School Test Coordinators: After testing is completed, have each Examiner/Proctor read the following statements and sign the “Examiner’s/Proctor’s Affidavit.”

Examiner’s/Proctor’s Affidavit

- a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner’s Manual*.
- b. I kept all materials secure when in my possession.
- c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
- d. I did not alter students’ responses in any way.
- e. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading statements a–e above.

Examiner’s/Proctor’s Signature

NOTES TO STC:

- 1. At the close of administration, this completed page must be forwarded to your DDOT, where it will be kept on file.
- 2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS KITS/AFFIDAVIT

*Before testing, this form is for use by the STC when distributing Special Test Forms Kits to the Examiners.
After testing, this form is for use by the Examiners when returning secure Special Test Forms Kits to the STC.*

School Name: _____ Examiner's Name: _____

	Regular Audio Kit	Braille Kit w/o Audio- tape	Braille Kit w/ Audio- tape	Large- Print Kit w/o Audio- tape	Large- Print Kit w/Audiotape	Kits Received		Kits Returned	
						Quantity Received	Examiner's Initials ¹	Quantity Received	STC's Initials ²
Grade 5 Writing Multiple-Choice									
Grade 8 Writing Multiple-Choice									
EOC Writing Multiple-Choice									
Term Graduate Writing Multiple-Choice									

Refer to the packing list to determine total number of kits.

¹ Before test administration

² After test administration

NOTE:

During the fall and summer administrations, the multiple-choice forms numbers will be the same for EOC testers and Term Graduates.

During the spring administration, the multiple-choice forms numbers will be different for EOC testers and Term Graduates.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS****CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS WRITING
PROMPT KITS/AFFIDAVIT**

Before testing, this form is for use by the STC when distributing Special Writing Prompt Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Writing Prompt Kits to the STC.

Directions

School Test Coordinators: After testing is completed, have each Examiner/Proctor read the following statements and sign the “Examiner’s/Proctor’s Affidavit.”

Examiner’s/Proctor’s Affidavit

- a. I administered the Standards of Learning (SOL) Assessment according to the directions in the *Examiner’s Manual*.
- b. I kept all materials secure when in my possession.
- c. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance, disadvantage them, or give them an undue advantage over others.
- d. I did not alter students’ responses in any way.
- e. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign only AFTER reading
statements a–e above.

Examiner’s/Proctor’s Signature

NOTES TO STC:

1. At the close of administration, this completed page must be forwarded to your DDOT, where it will be kept on file.
2. This page may be photocopied.

**STANDARDS OF LEARNING (SOL) ASSESSMENTS
2008-2009 WRITING TESTS**

**CLASSROOM TRANSMITTAL DOCUMENT FOR SPECIAL TEST FORMS WRITING
PROMPT KITS/AFFIDAVIT**

Before testing, this form is for use by the STC when distributing Special Writing Prompt Kits to the Examiners. After testing, this form is for use by the Examiners when returning secure Special Writing Prompt Kits to the STC.

School Name: _____ Examiner's Name: _____

	Regular Audio Kit	Braille Kit w/o Audio-tape	Braille Kit w/ Audio-tape	Large-Print Kit w/o Audio-tape	Large-Print Kit w/Audiotape	Kits Received		Kits Returned	
						Quantity Received	Examiner's Initials ¹	Quantity Received	STC's Initials ²
Grade 5 Writing Prompt									
Grade 8 Writing Prompt									
EOC Writing Prompt									
Term Graduate Writing Prompt									

Refer to the packing list to determine total number of kits.

¹ Before test administration

² After test administration

NOTE:

During the fall and summer administrations, the writing prompt numbers will be the same for EOC testers and Term Graduates.

During the spring administration, the writing prompt numbers will be different for EOC testers and Term Graduates.

**APPENDIX G
STANDARDS OF LEARNING (SOL) ASSESSMENTS**

2008-2009 TEST IRREGULARITY FORM

The Test Irregularity Web Application System (TIWAS) will be implemented during the fall, spring, and summer 2008-2009 SOL Test Administrations. As directed by the STC, follow procedures for documenting and submitting test irregularities using the TIWAS. The STC may direct Examiners to use this form or parts of the form to document the test irregularity incident.

Division Name: _____

Irregularity Number: _____

Test Administration: _____ **Year:** _____

Created Date: _____ **By:** _____

☐ Regular ☐ Term Grad ☐ Exp Retake

Student Grade: _____

School Name: _____

Test Type: ☐ Regular ☐ Regular Audio

No. of Students: _____

☐ Large-Print ☐ Braille

Test Session Name: _____

Test Mode: ☐ Paper ☐ Online

Test Level/Content Area/Subject		Form No. with Irregularity	Prompt No.	Assigned by TIWAS	
				Alternate Form No.	Prompt No.
FOR EXAMPLE: <input type="checkbox"/> 7 <u>Mathematics</u>		M3026			
<input type="checkbox"/> 3 _____					
<input type="checkbox"/> 4 _____					
<input type="checkbox"/> 5 _____					
<input type="checkbox"/> 6 _____					
<input type="checkbox"/> 7 _____					
<input type="checkbox"/> 8 _____					
CSH	<input type="checkbox"/> Virginia Studies _____				
	<input type="checkbox"/> US History to 1877 _____				
	<input type="checkbox"/> US History: 1877 to the Present _____				
	<input type="checkbox"/> Civics & Economics _____				
End-of-Course	<input type="checkbox"/> English: Writing _____				
	<input type="checkbox"/> English: Reading _____				
	<input type="checkbox"/> Math _____				
	<input type="checkbox"/> Science _____				
	<input type="checkbox"/> History _____				

Student Names and STIs (attach list of additional names and STIs):

1. _____ 2. _____

Description of Irregularity (PLEASE PRINT):

Submitted to DDOT: ☐ YES ☐ NO

Submitted to VDOE: ☐ YES ☐ NO

SIGNATURE: _____ **DATE:** _____

This page may be photocopied.

APPENDIX H

STANDARDS OF LEARNING (SOL) ASSESSMENTS

EXAMINER'S CHECKLIST

Activities Before Test Administration	
<input type="checkbox"/>	1. Carefully read this <i>Examiner's Manual</i> as well as any local directions you have been given. Resolve any questions you might have with your STC (Section 4.1)
<input type="checkbox"/>	2. Read the <i>Test Security Guidelines</i> and sign the <i>School Division Personnel Test Security Agreement (Including Examiners/Proctors)</i> (Section 4.2 and Appendix A).
<input type="checkbox"/>	3. Make necessary announcements about testing to students (Section 4.3).
<input type="checkbox"/>	4. Establish an appropriate setting for test administration (Section 4.4).
<input type="checkbox"/>	5. Verify the use of Proctors or need for additional assistance (Section 4.5).
<input type="checkbox"/>	6. Be aware of the alternate test site for students who may not finish their test by the end of the allotted test administration time (Section 4.6).
<input type="checkbox"/>	7. Know how to report test item errors (Section 4.7).
<input type="checkbox"/>	8. Know how to handle testing irregularities (Section 4.8).
<input type="checkbox"/>	9. Be familiar with reading directions for administering the test (Section 4.9).
<input type="checkbox"/>	10. Know how to answer students' questions during testing (Section 4.10).
<input type="checkbox"/>	11. If you are administering tests to students who require special accommodation, become familiar with the accommodations specified in their IEPs, 504 management plans, or <i>LEP Student Assessment Participation Plan</i> . Coordinate with your STC how accommodations will be provided (Appendix D and E).
<input type="checkbox"/>	12. Review materials needed for administering the multiple-choice test (Table 1) and the short paper test (Table 2) (Section 5.1.1).
<input type="checkbox"/>	13. Understand your division's procedure for completing the student identification information on the answer documents (Sections 5.1.2, 5.1.3, and Appendix C).
<input type="checkbox"/>	14. Understand how students should mark the answer document (Section 5.1.4).
<p>CAUTION: Before you begin the Grade 8 <i>Writing</i> or EOC <i>English: Writing</i> test, verify that you are using 2008-2009 answer documents. Before you begin the Grade 5 <i>Writing</i> test, verify that you are using 2009 answer documents. Using the wrong answer documents will result in inaccurate scores and delay delivery of test results.</p>	
Activities During Test Administration	
<input type="checkbox"/>	1. On each day that a test session is conducted, check out secure test materials and answer documents from your STC by signing the <i>Examiner's/Proctor's Test Booklet Transmittal Form/Affidavit</i> (Section 6.1), <i>Examiner's/Proctor's Writing Prompt Transmittal Form/Affidavit</i> , <i>Classroom Transmittal Document for Special Test Forms Kits</i> , or <i>Classroom Transmittal Document for Special Test Forms Prompt Kits</i> and sign the <i>Assembly ID Sheet</i> to verify test booklet /prompt quantities in each package (Section 7.1).
<input type="checkbox"/>	2. Administer the multiple-choice component in adherence to the specific directions for the SOL Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> or EOC <i>English: Writing</i> assessments (Section 6.4).
<input type="checkbox"/>	3. Administer the short paper component in adherence to the specific directions for the SOL Grade 5 <i>Writing</i> , Grade 8 <i>Writing</i> or EOC <i>English: Writing</i> assessments (Section 7.4).
Activities After Test Administration	
<input type="checkbox"/>	1. Inspect students' answer documents for completeness, multiple-choice test form number /writing prompt number, damage, incomplete erasures, stray marks, etc., (Section 8.1).
<input type="checkbox"/>	2. Organize secure test materials for return to the STC (Section 8.2).
<input type="checkbox"/>	3. Return ALL test materials to your STC (Section 8.3).
<input type="checkbox"/>	4. Read and sign the <i>Examiner's/Proctor's Affidavit</i> (Section 8.4).
<input type="checkbox"/>	5. Inform STC of students absent from the testing session to arrange for make-up testing (Section 9).

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